DOCUMENT RESUME

ED 209 388 UD 021 745

TITLE Parent Advisory Council Handbook. ESEA, Title I.
INSTITUTION South Carolina State Dept. of Education, Columbia. Office of Federal Programs.
PUB DATE [77]
NOTE 77p.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Advisory Committees; *Compensatory Education; Elementary Secondary Education; *Parent Associations; *Parent Participation; *Program Development
IDENTIFIERS *Elementary Secondary Education Act Title I; *Parent Advisory Councils; South Carolina

ABSTRACT

This handbook, designed for members of Title I parent advisory councils, explains the Title I program and serves as a guide to organizing and conducting parent councils. The first chapter contains a brief summary of Title I history and intent. Chapter two explains laws and amendments relating to parent advisory councils. The third chapter offers ideas about how to organize and plan meetings. Chapter four explores the technical aspects of planning, implementing, evaluating, and monitoring Title I programs in South Carolina. Complaint procedures are reviewed in chapter five, and methods for increasing parent participation are found in chapter six. The seventh chapter discusses ideas for involving all parents in the Title I program. Chapters eight and nine provide definitions of terms pertaining to Title I and printed resources that are available to Title I parent advisory councils. (Author/APM)

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ESEA Title I
PARENT ADVISORY COUNCIL

HANDBOOK

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SOUTH CAROLINA DEPARTMENT OF EDUCATION
CHARLIE G. WILLIAMS, STATE SUPERINTENDENT

PARENT ADVISORY COUNCIL HANDBOOK

ESEA, TITLE I

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PREFACE

Parental involvement is an important aspect of the education of children in South Carolina. Studies have demonstrated that a supportive home environment helps children develop positive motivation, self-concept, and attitudes about school. The involvement of parents in the planning, implementation, and evaluation of educational programs also helps to improve the success rate of special programs. This handbook is written for you—members of Title I parent advisory councils. Its major purpose is to provide you with information about Title I programs and to assist you in fulfilling your role as a member of a Title I parent advisory council.

Because all children should have the opportunity to develop to their fullest potential, South Carolina is undertaking a "Crusade for Better Education" to improve the quality of education for all citizens and to ensure that young people will be fully equipped to be responsible, productive members of society. Title I programs are reaching approximately 117,000 children and are meeting their special educational needs. The process of education in and of itself is a tremendous responsibility involving the efforts of parents, teachers, and children.

As a member of a Title I parent advisory council, your continued support and active participation will help to ensure the futures of our children.

Charlie G. Williams
State Superintendent of Education

HOW TO USE YOUR HANDBOOK

This handbook is designed for all members of Title I parent advisory councils. Its purpose is to help you understand the Title I program and to provide you with a guide in organizing and conducting your councils.

The handbook has nine chapters and you may wish to read all nine or only those that address your particular needs. If you are interested in a brief summary of Title I, then read Chapter I. Chapter II explains all the laws and amendments relating to parent advisory councils. You may be a parent advisory council officer; if so, Chapter III offers ideas on organizing and planning meetings. Chapter IV explains all the technical aspects of planning, implementing, evaluating, and monitoring Title I programs in South Carolina. Complaint procedures are reviewed in Chapter V. Parent advisory council officers interested in increasing the participation of all Title I parents will find ideas in Chapter VI. Chapter VII reviews some ideas for involving all parents in the Title I program. For definitions of Title I terms, see Chapter VIII. Chapter IX includes some additional resources that are available to parent advisory councils and to Title I parents.

The entire handbook may be used as a resource or it may be used as a training guide when participating in in-service training.

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CHAPTER I

INTRODUCTION TO TITLE I

- History
- Title I
- Title I in South Carolina
- Variety of Services
- Parent Involvement
- Parent Advisory Councils

INTRODUCTION TO TITLE I

History

Education is a very important part of a person's life. It helps to determine the type of job one will have and the general quality of living. Realizing how important education is, Congress took a close look at schools and how well students were achieving. It found that some students in every school were having difficulty doing as well in their schoolwork as they were expected to do. Students were having problems in reading, writing, and math. These are basic skills that everyone needs in order to get a job, go to college, or successfully raise a family in the United States.

Congress also discovered that many school districts in the United States just did not have the money to start programs and pay more teachers so that these students could be given the additional, individual help that they needed. School districts with higher concentrations of low income families faced greater problems in financing public education.

Congress wanted to help solve this problem, so in 1965 they passed the Elementary and Secondary Education Act (called ESEA) to help improve the quality of education in the United States.

Title I

Title I of this act grants money to school districts to help children who have special educational needs—children who need more help than the schools can normally provide.

> Title I of the Elementary and Secondary Education Act was numbered Public Law 89-10 and was last updated or amended with Public Law 95-561 and H. R. 4591—Technical Amendments.

Title I is the largest federal aid-to-education program in the United States. It provides federal monies to school districts to establish special programs in selected schools having the largest concentration of children from low-income families. In 1978, Title I programs throughout the United States received $2.735 billion. Nine out of ten school districts in the nation had Title I programs which served 5.9 million children.

Title I provides special funds for a special purpose—giving extra help to children who have a learning need.

Title I

1. Grants aid to school districts with concentrations of low-income families.
2. Provides special services which add to basic education.
3. Promotes the development of Title I students.

Title I in South Carolina

Title I programs have been operating in South Carolina since 1965. At that time the program served 301,717 school children. Title I now concentrates on the students who have the greatest need, and currently serves 107,233 students.

During the 1979-80 school year, $54,610,003 was distributed to all 92 school districts in the state. Title I programs continue to help improve the reading and math skills of South Carolina children.

Schools or attendance areas are selected for Title I projects based on the number of low-income students living in the area. Once a school or attendance area is selected, all children who meet the requirements for compensatory education or need additional help are considered for the program. Children with the greatest educational needs are chosen to receive Title I services. Although Title I programs cannot help everyone, they do serve selected students, regardless of income, who have the greatest need for help in basic skills such as reading, math, or language.

Variety of Services

A unique part of Title I is that it encourages school districts to plan different programs to meet the needs of special students. One school may need a different type of program than another. The Title I law encourages individual programs, plans, and goals.

Schools can offer a variety of services with Title I funds. Programs must emphasize either learning *basic skills* such as reading, math, or language or *supportive services* which help children learn those skills. Funds may be used in five areas:

1. Instruction—The instructional component of Title I is the foundation of the program. It provides teachers and teacher aides to work with Title I students. Books, materials, and some equipment may also be provided for Title I teachers and students.

   Example 1: Schools set up Title I resource centers and staff them with reading or math teachers and aides. Students are referred to the center for help on a one-to-one basis or in small groups.

   Example 2: Aides work on a one-to-one basis with Title I students in the regular classroom. They assist the teacher in providing individual lessons that each student needs.

2. Support Services—Support services include such things as dental treatment, medical treatment, clothing, transportation, and other services which are not directly a part of the educational program. These services help support the educational program and improve a child's well-being, thus increasing his chance for success.

   Example 1: A child is having difficulty reading and the teacher has noticed that he may have problems with his eyesight. After consulting with the parents and exploring other resources, Title I funds may be used to test the child's vision.

   Example 2: An educational problem is caused by a troublesome event in a student's home life. Title I may provide supportive counseling or home visits.

3. Parent Involvement—This component is concerned with parent involvement in Title I programs. Parent councils and the program staff are encouraged to exchange information and become involved in the total program.

   Example 1: Parents may serve on councils which advise the school about Title I programs. Title I may pay for training, travel expenses, or child care for parents so that they may fully participate as advisors.

   Example 2: Other parents may decide to encourage Title I parents to become involved in the program by sponsoring an open house and school visitation day. Title I may pay expenses for organizing and conducting the program.

4. Staff Development—Staff development provides opportunities for training Title I staff members in various subjects which will help improve the Title I programs.

   Example 1: Title I teachers, administrators, and support personnel attend a day-long conference about the operations of the Title I program. Funds may be budgeted to cover the expenses.

   Example 2: Teachers may attend a special workshop on ways to effectively involve parents in their programs. Title I funds may be used for materials, consultants, and travel expenses.

5. Evaluation—An evaluation provides information about the effectiveness of a program. It helps to see how well students are learning.

   Example 1: Students are tested at the beginning and again at the end of the year. Test scores are analyzed to see if gains are the result of the Title I program.

   Example 2: Teachers, other staff, and parents are surveyed. The survey results are used to informally evaluate the Title I program.

Parent Involvement

"The key to excellence is getting parents involved in the school system."

Shirley Hufstedler
Education Secretary
U.S. Department of Education
Education Daily (January 11, 1980)

"The significance of the role of parents in education of their children is being increasingly recognized. Parental influence on the quality of a child's learning experiences begins at birth and continues to adulthood."

Dr. Charlie G. Williams
South Carolina Superintendent of Education
"Current Issues"
Education Products Center (January 1979)

Parents are a very important part of the Title I program. Studies show that by becoming involved, parents can help their children do better in school. Examples of parental involvement include visiting the school; attending and participating in meetings; volunteering services; and showing interest, support and concern for the school program. Success is achieved when parents, teachers, and administrators work together to improve the education of children.

A prekindergarten study found that "parent involvement appears to affect general reasoning and school related knowledge and skills regardless of the child's age, mother's education, family income or level of performance at the beginning."

David S. Irvine, Coordinator
Parent Involvement Affects Children's Cognitive Growth
University of the State of New York
August 1979

Congress also realized that parent involvement is very important—so important that it has become a part of the Title I law.

Parents of Title I children must have opportunities to participate in establishing programs, making recommendations about goals and their children's progress, and assisting their children in reaching those goals.
Section 124(j)

By making suggestions and giving information about their children, parents can help schools have successful programs. Title I parents can contribute to the program and to their children's goals and progress by:

- attending PAC meetings
- volunteering time as a tutor or helper
- attending open houses and parent-teacher conferences
- participating in school programs
- finding out how to help children at home
- informing other parents about the project
- expressing views and suggestions about program improvements

Parent Advisory Councils

Title I law also provides an opportunity for organized parent involvement through the establishment of parent advisory councils. The councils represent the opinions, needs, and concerns of Title I parents; therefore, the law guarantees that the majority of the members be parents of Title I children.

School and District Advisory Councils must have a majority of members who are parents of Title I children.
Section 125.a(A)

Council members are elected to serve on school and/or district councils. A person may be nominated or he may nominate himself to serve on a council. Elections are then held and members are selected based on the number of votes.

Parent advisory councils advise the school district or school about the planning, implementation, and evaluation of the Title I program; therefore, serving on an advisory council is a large responsibility. It may involve attending meetings, visiting classes, and learning new things about Title I programs.

Parents who serve on advisory councils also have many new opportunities to grow by:

- learning more about Title I
- observing Title I classes
- learning how proposals are written
- helping evaluate programs
- becoming an officer of the council
- informing other people about Title I
- learning to organize
- planning activities
- advising school officials
- helping one's child

The Title I law is designed to offer parents many avenues of participation. Teachers, principals, or Title I administrators can assist in finding the way, whether individually or in a group, which can give parents the best opportunity to become involved.

Summary

This chapter has reviewed the history of Title I programs. The types of services that may be offered, the students served, and the idea of parent involvement have been examined. Chapter II will focus on organized parent involvement through PAC's—parent advisory councils.

CHAPTER II

LEGAL REQUIREMENTS ABOUT PARENT ADVISORY COUNCILS

- The Law and Amendments
- Understanding the Title I Law
  - District Advisory Council
  - School Advisory Council
  - Responsibilities of Councils
  - Information
  - Training Programs
  - Workshops
  - Evaluation
  - National Advisory Council on the Education of Disadvantaged Children
  - Responsibilities of Education Agencies

LEGAL REQUIREMENTS ABOUT PARENT ADVISORY COUNCILS

Laws about the requirements of parent advisory councils are found in amendments to Title I of the Elementary and Secondary Education Act of 1965, Public Law 95-561, and Technical Amendments 96-46. Section 125, which is reprinted in this chapter, includes most of the rules that apply to parent advisory councils. Following the actual law are explanations of each part of Section 125. Understanding the Title I laws pertaining to the requirements of parent advisory councils is an important responsibility for the members of these councils.

THE LAW AND AMENDMENTS*

"PARENTAL INVOLVEMENT

"Sec. 125. (a) ESTABLISHMENT OF ADVISORY COUNCILS.—(1) A local educational agency may receive funds under this title only if it establishes an advisory council for its entire school district which—

"(A) has a majority of members who are parents of children to be served by projects assisted under this title;

"(B) is composed of members elected by the parents in each district; and

"(C) includes representatives of children and schools eligible to be served by, but not currently participating in, programs assisted with funds provided under this title.

"(2)(A) A local educational agency may receive funds under this title only if it establishes an advisory council for each project area or project school, except as provided in subparagraph (B), which—

"(i) has a majority of members who are parents of children to be served by programs assisted under this title, and

"(ii) is composed of members elected by the parents in each project area or project school.

"(B) In the case of any project area or project school in which not more than one full-time equivalent staff member is paid with funds provided under this title, and in which not more than forty students participate in such programs, the requirements of subparagraph (A) shall be waived.

"(C) In the case of any project area or project school in which 75 or more students are served by programs assisted by funds provided under this title, each such project area or project school advisory council, in addition to meeting the requirements of subparagraph (A), shall—

"(i) be composed of not less than 8 members, who shall serve for terms of two years, after which time they may be re-elected;

"(ii) elect officers of the council after it has been fully constituted; and

"(iii) meet a sufficient number of times per year, according to a schedule and at locations to be determined by such council.

"(3) Any individual who is a teacher at a school serving a project area or is a parent of a child residing in an eligible school attendance area or attending an eligible school shall be eligible to be elected as a member of the district-wide advisory councils established pursuant to paragraph (1), but nothing in this sentence shall preclude the eligibility of other individuals who are residents in that district. No individual who is a teacher at a project school or a school serving a project area shall be ineligible to be elected as a member of a district-wide or project area or school advisory council on the basis of residency outside such area or district.

"(b) RESPONSIBILITIES OF ADVISORY COUNCILS.—Each local educational agency shall give each advisory council which it establishes under subsection (a) responsibility for advising it in planning for, and implementation and evaluation of, its programs and projects assisted under this title.

"(c) ACCESS TO INFORMATION.—(1) Each local educational agency shall provide without charge to each member of an advisory council established by such an agency under subsection (a) of this section—

"(A) a copy of the text of this title,

"(B) a copy of any Federal regulations and guidelines issued under such title; and

"(C) a copy of appropriate State regulations and guidelines associated with this title.

"(2) Each State educational agency shall provide a copy of any report resulting from State or Federal auditing, monitoring, or evaluation activities in any district to the parent advisory council established pursuant to subsection (a) (1) in such district.

"(d) TRAINING PROGRAMS.—Each local educational agency application for funding under this title shall describe a program for training the members of advisory councils established pursuant to subsection (a) to carry out their responsibilities as described in subsection (b). Such training program—

"(1) shall be planned in full consultation with the members of such advisory councils;

"(2) shall provide each member of each such council with appropriate training materials; and

"(3) may permit the use of funds under this title for expenses associated with such training, including expenses associated with the attendance of such members at training sessions.

"(e) WORKSHOPS ON PARENTAL INVOLVEMENT.—For each fiscal year for which payments are made to State educational agencies under this title, the Commissioner shall sponsor workshops in the several regions of the United States which shall be designed to assist local educational agencies to work with and provide training to parent advisory councils established under subsection (a) of this section and to facilitate parental involvement in the programs conducted under this title. The workshops shall be planned and conducted in consultation with members of parent advisory councils in the region served by the workshop.

"(f) ASSESSMENT OF PARENTAL INVOLVEMENT AND TRAINING.—The National Institute of Education shall assess the effectiveness of (1) various forms of parental involvement, including parent advisory councils, school governance, student achievement, and other purposes of this title, and (2) various methods of training the members of parent advisory councils, and shall report the results of such assessments to the Congress and the public."

Understanding the Title I Law

Parent involvement in the Title I programs was so important to Congress that parent advisory councils were included as a part of the law in the original act 89-10, Section 431. Public Law 95-561, Educational Act 1978, and the Technical Amendments of 1979 redefined parental involvement and the responsibilities of council members.

An agency may receive funds only if it organized an advisory council for the school district and most schools.
Section 125(a)(1)

Title I law stresses parent involvement at both the school and the school district levels and provides specific instructions about elections, membership, and responsibilities of the councils. This chapter explains in detail Section 125 of the law, which is concerned with parent advisory councils. It provides the foundation for establishing Title I advisory councils.

*Public Law 95-561 and Technical Amendments 96-46.

District Advisory Councils (DAC)

The district advisory council advises the school district about all the Title I programs within the district. Following are rules which apply to DAC elections and membership.

DAC Membership—Section 125(a) (1)

- Must have a majority of parents of Title I children.
- Includes additional members as may be elected.
- Includes people who represent children and schools which are eligible for Title I programs but currently not participating.
- Is established according to any rules which may be issued by the Commissioner of Education.

DAC Elections—Section 125(a) (1) (A)

The law has certain rules about who elects members of the district advisory council.

- Title I parents and other members are elected by either the project area or school councils or by the parents in the project area.
- Other representatives (eligible but not being served) are elected by parents of children in those areas.

School Advisory Councils (SAC)—Section 125(a) (2) (B)

The school advisory council is an organization which advises a particular school about the Title I project in that school. Such councils are required for all Title I schools with one exception—schools that serve less than 40 students and have less than one full-time Title I staff member.

The following information applies to the establishment of school advisory councils.

SAC Membership—Section 125(a) (2) (A)

- A majority of the members of school advisory councils must be the parents of children to be served.
- Members must be elected by the parents in each project area or school.

Special Requirements—Section 125(a) (2) (C)

- Schools serving 75 or more students must have not less than eight members.
- Members serve for two years and then may be re-elected.
- Members shall elect officers after the council is formed.
- The council must meet a sufficient number of times a year.
- The schedule of meetings and the meeting place is determined by the council.

The law is designed so that a variety of people will be able to serve on the council. Any person who lives in the school district or parent of a child who lives in the district or attends school there is eligible to serve on the district advisory council. Teachers teaching at a project school or a school serving the project area are also eligible to serve.

Responsibilities of Councils—Section 125(a) (3) (b)

Whether one serves on the parent advisory council of a Title I school, a district advisory council, or both, there are some basic responsibilities for every council member. Advisory councils are responsible for:

- Providing advice in the planning of Title I programs.
- Providing advice in the operation of Title I programs.
- Providing advice in the evaluation of Title I programs.

Additional Responsibilities—Section 122(a) (2) (B) and Section 133(b) (4)

District advisory councils and school advisory councils have other responsibilities. The local education agency (LEA) must have approval from the district advisory council and the State Department of Education to:

1. Select schools on the basis of educational deprivation as opposed to economic deprivation.
2. Have school-wide projects where all students are served.

Information—Section 125(b) (3) (C) and Section 127(c)

In order to advise the school or school district effectively, advisory council members must have information. They need to know about the programs, proposals, evaluations, and monitoring reports. What are the objectives of the program? How does one program compare with another? What are the findings of state and/or federal monitoring teams? Title I law states that each school district must give each district, school, and area advisory council (members may request personal copies) copies of the following information:

- Public Law 95-561
- Technical amendments (P.L. 96-46)
- Federal regulations and guidelines for Title I
- State regulations and guidelines for Title I

The State Department of Education must also provide a copy of any state or federal auditing, monitoring, or evaluation report to district advisory councils.

Training Programs—Section 125(a) (3) (d)

Learning about Title I programs is an important part of being an advisory council member. In order to advise, a person needs some background about Title I and related areas.

- Each school district application shall describe a training program for members of advisory councils.
- Training programs must be **planned** with the members of advisory councils.
- Training materials must be provided.
- Title I funds may be budgeted for training expenses, including expenses of members.

Workshops—Section 125(a) (3) (e)

The United States Office of Education is also concerned with training school district employees and PAC members. It sponsors regional workshops to help school districts improve parent involvement. Members of PAC's help to plan these workshops by offering suggestions about their training needs.

Evaluation—Section 125(a) (3) (f)

To know if a program is working properly, there must be some form of evaluation. The National Institute of Education evaluates parent involvement in Title I programs. It looks at the parent advisory councils, school leadership, student progress, and methods of training PAC's.

The National Advisory Council on the Education of Disadvantaged Children (National Council)—Section 196

In addition to school and district advisory councils, there is also a national advisory council. This council reviews the Title I programs throughout the United States and makes recommendations. It prepares a report every year which is given to the President and the U.S. Congress. These reports are available to the public.

Responsibilities of Education Agencies

The federal, state, and local governments all play a part in administering Title I programs. Each education agency has certain responsibilities or duties which must be performed in order to implement Title I programs. The following chart provides a brief outline of federal, state, and local responsibilities.

U.S. Department of Education

- Approves applications of states
- Funds state education agencies
- Writes guidelines and regulations
- Offers guidance to states
- Reviews and evaluates Title I in the United States
- Makes reports
- Presents parent involvement workshops
- Distributes information to states
- Reviews state complaint appeals and eligible direct complaints

State Department of Education

- Approves applications of school districts
- Grants funds to school districts
- Helps school districts develop programs
- Makes reports
- Monitors programs in state
- Conducts compliance audits of programs
- Evaluates programs in state
- Presents workshops
- Distributes information to school districts and parent advisory councils
- Reviews local complaint appeals

School District

- Identifies needs of students
- Selects schools for Title I
- Selects Title I students
- Develops Title I programs in school districts
- Applies for Title I funds
- Implements projects
- Organizes parent advisory councils
- Trains parent advisory council members
- Distributes information to schools and parent advisory councils
- Evaluates projects
- Reviews and acts upon complaints

Title I School

- Conducts Title I program
- Organizes Title I school advisory council
- Involves parents in Title I program

Summary

This chapter has reviewed the major parts of Public Law 95-561 and Public Law 96-46 which relate to parent advisory councils. The entire law, along with any federal or state guidelines, is available through your local Title I coordinator.

The next chapter explains ways of organizing and operating parent advisory councils.

CHAPTER III

ORGANIZING AND OPERATING PARENT ADVISORY COUNCILS

- Organizing Parent Advisory Councils
  - School Advisory Councils
  - District Advisory Councils
- Operating Parent Advisory Councils
  - Planning
  - The Agenda
  - Meeting Minutes
  - Rules of Order—Parliamentary Procedures—Motions
  - Electing Officers
  - Appointing Committees
- Goals and Timetables
  - Bylaws
  - Evaluating Your Parent Advisory Council
  - Tips in Planning for Success

ORGANIZING AND OPERATING PARENT ADVISORY COUNCILS

Organizing Parent Advisory Councils

Organizing a parent advisory council starts before the first meeting. The election process usually starts with the Title I staff making the first contact with parents. Letters, phone calls, and personal visits are some of the typical methods used. The appropriate district staff person informs parents that their children are in a Title I program and that parents will be encouraged to participate in the program, serving either individually or on the council.

School Advisory Councils

Organizers of a new school advisory council work closely with school district personnel and the district advisory council members who are involved in organizing the school advisory councils. The school principal and the previous year's school advisory council members are also valuable resources in helping to organize councils and council meetings.

Nominations

Before elections are held, the local school district decides on a method of nominating Title I parents and other persons for the school advisory council. Some examples follow:

1. The school may conduct a meeting and accept nominations.
2. A special day or evening may be set aside for people to visit the school and nominate members.
3. Letters may be sent home asking parents to nominate members.
4. Each homeroom teacher may contact parents to find out if they are interested in serving.
5. Parents of non-public school-age children are notified by some public method.
6. The general public is notified.

Identifying Eligible Council Members

As discussed in Chapter II, there are four groups of people who may serve on school advisory councils:

1. Parents of Title I children
2. Parents of non-Title I children
3. People who live in the area
4. Teachers who teach in a Title I school or area

Because the majority of school advisory council members must be parents of Title I children, there has to be a way of identifying Title I parents and non-Title I parents. The district advisory council and the school district decide on a method of identifying parents as well as other people who live in the area served by the school. Special care must be taken not to identify any parents unless they have first given written permission.

Some districts identify parents and get their permission by:

1. Sending a form home for parents to sign; or
2. Filling out forms at a parent meeting.

Elections

In planning for an election, the school district has additional responsibilities. School district personnel make sure that procedures for the election do not restrict the rights of parents to elect eligible people for the school or district advisory council. They are also responsible for making sure the procedures are within the Title I law and federal guidelines.

Notices of Nominations and Elections

Since the purpose of having an advisory council is to encourage parent involvement at the local level, it is very important that all parents and residents of the school attendance area know about the nominations and elections. Parents should know about the nominations in advance; this requires notifying parents and residents about the time, place, and method of nominating and electing people to the parent advisory councils. Ways of notifying parents include:

1. Articles in papers
2. Announcements on radio
3. Notices sent to parents via students or mail
4. Announcements at other parent meetings (i.e., Parent/Teacher Organization)

In some neighborhoods, parents may speak a language other than English. If this is the case, notices should also be printed in their language so that they may participate in the nominations and elections.

District Advisory Councils

Most districts have school council elections before the formation of a district advisory council.

The district advisory council represents the entire school district. Whereas there is only one group that may elect members to a school council, there are two ways to elect district council members. District advisory councils may be elected by parents in the district or by members of school or area councils. There are three categories of people to be elected:

1. *Title I Parents*—Must be in the majority; includes parents of children served by Title I or who will be served in the next year.
2. *Representatives of Eligible but Not Participating Children*—District advisory councils must have at least two (2) members representing children who may need Title I services but whose school or area is not presently being served by Title I.
3. *Additional Members*—Any person who lives in the school district or any teacher who works at a Title I school or a school in a Title I area.

Before the district election, the school district decides on the number of people to be elected to the council and the election method to be used—that is, whether district parents or school council members will do the electing.

The following demonstrates the ways in which the members can be elected either by parents or by council members.

The Parent Method—Title I parent majority and other members are elected by:

1. Parents in each project area; or
2. Parents in each group of project areas; or
3. Parents in all project areas within the district.

The Council Method—Title I parent majority and other members are elected by:

1. Each school or project area council; or
2. Each group of schools or project area councils; or
3. All members of school advisory councils within the district.

Representatives of Children and Schools Eligible but Not Participating—The two representatives of children and schools eligible to receive Title I services but not currently participating must be elected by parents from those areas.

Operating Parent Advisory Councils

Council members spend a lot of time in meetings, which is where the councils review Title I materials, advise on projects, and vote on issues. How a meeting is conducted may determine what can be accomplished. This section will review procedures for planning and conducting meetings, electing officers, and organizing committees.

Planning

An advisory council or planning committee and a school district employee usually prepare for the meeting well in advance. Good planning will help the meeting run smoothly.

Remember that the object is to encourage parent involvement. Try to make the room as comfortable as possible, and set meetings at a time and place which are convenient to most parents. The checklist below will help in planning for a successful meeting.

Planning Checklist

Room Arrangements

1. Schedule a meeting room.
2. Check the room for comfort and seating.
3. Identify the person responsible for opening the room.

Notices

1. Send notices to parents.
2. Notify school personnel.
3. Contact members.
4. Have notices printed in papers, read at other school meetings, or broadcasted on the radio.

Program

1. Remind officers and committees to have their reports ready.
2. Prepare and mail the agenda with the meeting notice.
3. Notify speaker(s) of the time, place of meeting, length of talk, and expected group size.

Other

1. Plan refreshments.
2. Organize arrangements for child care.
3. Coordinate arrangements for transportation.

During the Meeting

1. Officers arrive early.
2. Check room arrangements, equipment, and refreshments.
3. Make available copies of the agenda.
4. Greet parents and guests.
5. Prepare name tags.
6. Follow agenda.

The Agenda

The agenda is a written outline of the topics to be presented during a meeting. Having and following an agenda will help councils to keep the meetings on track and to make sure that important business is discussed. An agenda is usually prepared well in advance of the meeting by an officer of the parent advisory council.

Steps Involved in Preparing an Agenda

1. Check the minutes of the last meeting for unfinished business.
2. Notify committee members to prepare reports.
3. Review important letters.
4. Review calender of events.
5. Consider new business.
6. Provide an opportunity for general discussion from the floor.

Agendas will vary for each meeting, but should include the basic information from the sample agenda below.

Sample Agenda
Parent Advisory Council Meeting

1. Call to Order—The meeting is called to order and officially opened by the chairperson.
2. Roll Call—Record the officers and number of parents and members present. Also acknowledge guests and school officials.
3. Minutes—Secretary reports the minutes of the last meeting and asks for corrections or additions. Members either accept minutes or vote on corrections.
4. Officers' Reports—Chairpersons and treasurer read prepared reports.
5. Committee Reports—Committees report on what they have accomplished. Standing committees and special committees report at this time.
6. Old Business—On-going or unfinished business is reported or discussed during this part of the meeting.
7. New Business—This is the time to discuss new activities or concerns.
8. Special Program—This topic may be added to the agenda for guest speakers, in-service training, or a special presentation.
9. Announcements—Make announcements about special meetings or activities that might interest parents. Also announce the date, time, and place of the next meeting.
10. Adjournment—The meeting is adjourned or closed by a motion from the floor.
11. Refreshments.

Meeting Minutes

Minutes are a record of the parent advisory council meetings. It is very important to have correct minutes so that there will be written information about activities, concerns, and accomplishments. There are a variety of ways to write the minutes, but all minutes should include the following information:

- Name of the advisory council
- Date, time, and place of the meeting
- Officers present
- Members and other persons present
- Approval of previous minutes
- Committee reports and action taken
- New business and action taken
- All main motions carried or lost
- Date of next meeting
- Adjournment
- Signature of secretary

Sample Forms for Minutes

TITLE I DISTRICT ADVISORY COUNCIL
MARLBORO COUNTY

MINUTES FORM

Date of Meeting _____ Presiding Officer _____

Members Present _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

Staff or Guests Present _____ _____

_____ _____ _____

_____ _____ _____

Minutes of previous meeting read by _____

Reports of Officers and Committees _____

_____

_____

_____

_____

_____

_____

Announcements _____

_____

_____

_____

_____

_____

_____

Unfinished Business _____

_____

_____

_____

_____

_____

_____

New Business _____

_____

_____

_____

_____

_____

_____

Motion to adjourn was made by _____ and seconded by

_____.

Meeting No. 1 2 3 4 (circle)
Extra meeting _____ (check)

MINUTES

LOCAL TITLE I PARENT ADVISORY COUNCIL

School _____ Date _____

Local PAC Members Present

1. _____	6. _____	11. _____
2. _____	7. _____	12. _____
3. _____	8. _____	13. _____
4. _____	9. _____	14. _____
5. _____	10. _____	15. _____

Visitors Present

1. _____	4. _____	7. _____
2. _____	5. _____	8. _____
3. _____	6. _____	9. _____

Old Business

(Continued: 2nd page)

(Continued: 2nd page)

New Business

Other (Remarks or Questions)

_____
Secretary

_____
Chairman

_____
Principal/Designee

Rules of Order

KINDS OF MOTIONS USED IN PARLIAMENTARY PROCEDURE

The following motions are listed in order of their rank. When a group is considering any one of them, you may not introduce another that is listed below it. But you may introduce another that is listed above it.

To Do This	You Say This	May You Interrupt Speaker?	Second Needed?	Motion Debatable?	Motion Amendable?	Vote Needed
PRIVILEGED MOTIONS deal with the welfare of the group, rather than with any specific proposal. They must be disposed of before the group can consider any other type of motion.						
Adjourn the meeting	"I move that we adjourn."	no	yes	no	no	majority
Recess the meeting	"I move we recess until ___"	no	yes	no	yes	majority
Complain about noise, room temperature, etc.	"Point of privilege"	yes	no	no	no	none, chairman rules
SUBSIDIARY MOTIONS provide various ways of modifying or disposing of main motions. They must be acted upon before all other motions except privileged motions.						
Suspend debate on a matter without calling for a vote	"I move we table the matter."	no	yes	no	no	majority
End debate	"I move the previous question."	no	yes	no	no	⅔ majority
Limit length of debate	"I move debate on this matter be limited to ___"	no	yes	no	yes	⅔ majority
Ask for a vote by actual count, to verify a voice vote	"I call for a division of the house."	no	no	no	no	none*
Postpone consideration of a matter to a specific time	"I move we postpone this matter until ___"	no	yes	yes	yes	majority
Have a matter studied further	"I move we refer this matter to a committee."	no	yes	yes	yes	majority
Consider a matter informally	"I move that the question be considered informally."	no	yes	yes	no	majority
Amend a motion	"I move that this motion be amended by ___"	no	yes	yes	yes	majority
Reject a main motion without voting on the motion itself	"I move the question be postponed indefinitely."	no	yes	yes	no	majority
INCIDENTAL MOTIONS grow out of other business that the group is considering. They must be decided before the group can return to the question that brought them up.						
Correct an error in parliamentary procedure	"Point of order"	yes	no	no	no	none, chairman rules
Object to a ruling by the chairman	"I appeal the chair's decision."	yes	yes	yes	no	majority
Consider a matter that violates normal procedure, but does not violate the constitution or bylaws	"I move we suspend the rules that interfere with ___"	no	yes	no	no	⅔ majority
Object to considering some matter	"I object to the consideration of this matter."	yes	no	no	no	⅔ majority
Obtain advice on proper procedure	"I raise a parliamentary inquiry."	yes	no	no	no	none, chairman rules
Request information	"Point of information"	yes	no	no	no	none
Withdraw a motion	"I request leave to withdraw the motion."	no	no	no	no	majority
MAIN MOTIONS are the tools used to introduce new business.						
Introduce business	"I move that ___"	no	yes	yes	yes	majority
Take up a matter previously tabled	"I move we take from the table ___"	no	yes	no	no	majority
Reconsider a matter already disposed of	"I move we reconsider our action relative to ___"	yes	yes	yes†	no	majority
Strike out a motion previously passed	"I move we rescind the motion calling for ___"	no	yes	yes	yes	majority
Consider a matter out of its scheduled order	"I move we suspend the rules and consider ___"	no	yes	no	no	⅔ majority

* But majority vote if someone objects.

† If original action was debatable.

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Rules of Order-Parliamentary Procedures-Motions

When people work together in a group, it is necessary to have some rules of order. How does one decide who will speak first? How does th committee decide to accept a suggestion or reject it? When can a speaker be interrupted? Rules of order will help provide for a smooth meetin and will give everyone an opportunity to participate.

Parliamentary procedures provide a means for suggesting some type of action. There are different types of motions which have priority ove other motions. With some motions you may interrupt the speaker. Some motions require a second, are debatable, or may be amended o changed. A table is provided which gives more detail about different kinds of motions. Below is the standard procedure for making a motion

Step 1: Being recognized. Member says, "Mr./Ms. Chairperson." Wait for the chairperson to recognize you by a sign or your name.

Step 2: State the motion. "I move that we conduct school visits to see the Title I programs in action." State your motion as clearly an briefly as possible. Make sure everyone can hear you.

Step 3: The second. A "second" means someone supports or agrees with your suggestion. Another member should call out, "I secon the motion." You do not have to wait to be recognized to second a motion.

Step 4: Made and seconded. After the motion has been made and seconded, the chairperson says, "It has been moved and seconde that. . . ."

Step 5: Motion pending. After the chairperson states the motion, it is said to be pending. The motion can now be considered by th council. The motion is open to discussion and debate.

Step 6: Discussion. Members may now rise and agree or disagree with the proposal. The chairperson recognizes people who want t speak regarding the motion.

Step 7: Question. The chairperson asks for further discussion and if there is none asks, "Are you ready for the question?" The member call out, "Question." This means that they are ready to vote.

Step 8: Vote. The chairperson restates the motion and says, "All those in favor of the motion say 'Aye'." "All those opposed say 'No'." Thi is a voice vote.

Step 9: Decision. The chairperson then announces the vote by saying either, "The motion is carried," or "The motion is defeated."

Electing Officers

One of the first orders of business is to elect officers for the advisory council. This should be done as early as possible after the council member are elected. Being a newly elected member, one may not know the other members of the council. Some time spent in learning about each othe will help people to get acquainted and to get some idea of which members have leadership abilities. Keep in mind that not all people are bor leaders. Some develop leadership skills through experience. A parent advisory council is a good organization in which to learn how to serve a an officer or committee chairperson.

Federal law 95-561 states that any parent advisory council serving more than 75 students must elect officers. Most councils choose to elec officers even when serving less than 75 students. Having people respo nsible for different jobs helps to keep councils organized and operating The council decides which officers are needed, usually a chairperson, vice-chairperson, secretary, treasurer, and parliamentarian (rule keeper).

The Election Process

- Notify members when nominations and elections will be held.
- Ask for nominations and volunteers.
- Give candidates time to explain their qualifications or tell why they want the job.
- Vote by ballots or voice votes.

Candidates are nominated for each office and then voted on in the same order.

For example:

Nominating

Chairperson:	"Nominations are now open for chairperson."
Member:	"I nominate **A**."
Member:	"I nominate **B**."
Member:	"I nominate **C**."
Member:	"I move that the nominations for chairperson be closed."
Member:	"I second the motion."
Chairperson:	"It has been moved and seconded that the nominations for chairperson be closed." "Are you ready for question?"
Members:	"Question."
Chairperson:	"All those in favor say 'Aye'."
Members:	"Aye."
Chairperson:	"All those opposed say 'No'."
Members:	"No."
Chairperson:	"The 'Ayes' have it. The motion is carried."

Voting

Chairperson: "The nominees for chairperson are **A**, **B**, and **C**. All those in favor of **A** raise your hand."

Members: Raise hands for **A**.

Chairperson: "All those in favor of **B** raise your hand."

Members: Raise hands for **B**.

Chairperson: "All those in favor of **C** raise your hand."

Members: Raise hands for **C**.

Chairperson tallies or counts votes. The one with the highest number of votes wins. If there is a tie, either the chairperson breaks it or there is a run-off election.

Chairperson: "The votes have been counted, **A** has one vote, **B** has two votes, **C** has five votes. The council has elected **C** as the new chairperson."

The previous chairperson and officers usually continue to serve until the new officers are installed. An installation is a ceremony where the new officers are officially recognized and records and materials are turned over to them.

Appointing Committees

After electing officers, the council will probably want to appoint committees. Through the use of committees, work can be divided and more members can be involved. Committees free the entire council from having to work on all projects and prevent one person from having a large amount of responsibility.

Having committees gives members a chance to be involved in areas that are of interest to them. The chairperson appoints the chairpersons of committees and names committee members. Some chairpersons ask for volunteers and others appoint. The goal should be to involve all members on at least one committee because this helps to provide a way for total involvement.

There are usually two types of committees: standing committees and special committees. Standing committees are ongoing and are included in the bylaws. Special committees are formed for a special reason and are discharged when their jobs are completed.

Examples of standing committees are:

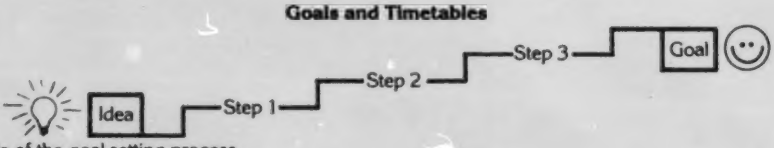
- Membership
- Bylaws
- Nominations and Elections
- Program
- Evaluation
- Public Relations
- Complaint Procedures
- Refreshments

Examples of special committees are:

- Title I Awards
- Parent Visitation
- Community Resources
- Health Week

It is important that committee members know exactly what their jobs are to be, and to set goals and timetables.

Goals and Timetables



Following is an example of the goal-setting process.

A committee member has the job of preparing a newsletter and distributing it to parents. To do this, he must complete certain (specific) steps or objectives:

1. Decide what is wanted in the newsletter.
2. Find writers.
3. Decide how to reproduce the newsletter.
4. Decide on the materials needed.
5. Talk to school personnel about the idea.
6. Write and edit the material.
7. Type and proofread.
8. Print or copy the newsletter.
9. Distribute the newsletter either by giving it to the students to take home or by mailing it.

Other steps may be involved, but the basic reason for setting goals and objectives is to make it possible to see what has to be done and to assign duties. It is also important to estimate the amount of time each step will take. Try to complete each step on time and goals will be much easier to achieve. Although things may happen that cannot be controlled, keep on working. It is hard to reach a goal if a person stops trying altogether.

Goals and timetables should be set not only for the advisory council, but also for each committee. One of the first projects might be to develop goal statements and a calendar of events.

Bylaws

In order to operate effectively, a parent advisory council should develop a set of bylaws, the rules that the council has agreed to follow. They cover a variety of information such as election methods, terms of office, officers and their duties, and standing committees. Since bylaws help an organization run smoothly, they should be developed by both school and district advisory councils. Members will know what is expected of them, and confusion will be minimized.

Bylaws include the following information:

- Article 1 Name and purpose of the organization
- Article 2 Terms and conditions of membership
- Article 3 Officers: titles, duties, and terms
- Article 4 Election procedure: how and when officers are nominated and elected, how they may be replaced between elections
- Article 5 Committees or task forces
- Article 6 Meetings
- Article 7 Parliamentary authority
- Article 8 Amendments: how bylaws are changed

The sample bylaws that follow may be used by parent advisory councils as a guide. Bylaws should meet the needs of the individual council and comply with the Title I law.

Sample Bylaws for School Advisory Councils

Article 1

Name

The name of this organization shall be the_____, Title I School Advisory Council, hereinafter referred to as the school Parent Advisory Council.

Article 2

Purpose

The purpose of the school Parent Advisory Council shall be to encourage parent and community involvement at_____school district as a method of enriching the Title I project. The school Parent Advisory Council will provide advice to_____ school and assist in the following:

1. Planning the Title I project
2. Implementing the Title I project
3. Evaluating the Title I project

Article 3

Membership

Section 1

Members shall be elected by the parents in _____project school (or area).

Section 2

Parents of participating Title I children shall compromise at least a simple majority (51%) of the school Parent Advisory Council.

Section 3

Unexpired terms will be filled by_____(appointing the nominee with next highest number of votes or by electing a new member).

Section 4

The_____school Parent Advisory Council shall have at least eight members.

Section 5

Members shall serve terms of two years after which they have been re-elected.

(Serving 75 or More)

Nominations and Elections

Section 1

The_____school Parent Advisory Council shall follow the nomination and election procedures approved by the _____school district and the District Advisory Council.

Section 2

The time, place, date, and method of nominating and electing members will be publicized to the parents of_____and the general public.

Article 4

Meetings

Section 1

The council shall adopt a calendar of regular meetings at the first regular meeting in September. At least six meetings will be scheduled.

or

The school Parent Advisory Council shall meet the second Monday in each month at the _____school.

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Section 2
All meetings of the school Parent Advisory Council shall be open to the public.

Section 3
All meetings will be conducted according to "Roberts Rules of Order" or an adoption thereof.

Article 5

Officers

Section 1
The officers of the school Parent Advisory Council shall be chairperson, vice-chairperson, and secretary-treasurer.

Section 2
The officers of the school Parent Advisory Council shall be elected for two-year terms and until each successor has been elected.

Section 3
The chairperson shall:

1. Preside at meetings of the council.
2. Sign all letters, reports, and other communications of the council.

The vice-chairperson shall:

1. Preside in the absence of the chairperson.
2. Be responsible for duties assigned by the chairperson.

The secretary shall:

1. Keep minutes of all meetings of the council.
2. Keep a file of all important papers.
3. Make sure all notices are mailed to members of the council.
4. Keep a record of attendance.

Article 6

Election of Officers

Section 1
Election for officers shall be held at the council's October meeting and every two years thereafter.

Section 2
Nomination for all officers shall be made from the floor by any committee member.

Section 3
The officers shall be elected by a majority of members present at the meeting.

Article 7

Functions of an Advisory Council

Section 1
The advisory council shall review the State and Federal Title I regulations and guidelines.

Section 2
The advisory council shall review_____school district's Title I application and evaluation.

Section 3
The advisory council shall make recommendations concerning the needs of Title I children at_____school.

Section 4
The council shall make written recommendations to the_____District Advisory Council concerning the district's Title I application.

Section 5
Council members shall assist in planning and participate in training programs developed by the_____school district.

Article 8

Committees
The following shall be standing committees of the Title I school Parent Advisory Council:

1. Program Planning
2. Evaluation
3. Public Relations
4. Grievance

Other possibilities:
Workshop
Refreshment
Membership

Other temporary committees may be formed as needed.

Article 9

Quorum
At the meetings of the school Parent Advisory Council a quorum shall be constituted by the presence of the majority of council members.

Article 10

Amendments

Section 1
These bylaws may be changed by a two-thirds vote of the membership if a quorum is present.

Section 2
Any proposed amendment shall be sent out with the meeting announcement at least two weeks before the meeting.

TITLE I DISTRICT PARENT ADVISORY COUNCIL OF_____

Bylaws

Article 1

Name
The name of this organization shall be the "Title I Parent Advisory Council of the Elementary and Secondary Education Act of _____ school district," hereinafter referred to as the Title I Parent Advisory Council.

Article 2

Purpose
The purpose of the Title I Parent Advisory Council shall be to assist the school district in bringing about the cooperation and coordination of community resources which may be of value to the schools in the operation of the Title I program. The Title I Parent Advisory Council shall provide advice and assistance and be involved in the planning, development, operation, and evaluation of the Title I program.

Article 3

Membership

Section 1
Parents of participant children shall comprise at least a simple majority (51%) of the District Advisory Council. Additional members as elected will make up the rest of the council.

Section 2
The_____ District Parent Advisory Council shall consist of_____members. (Select A or B; then select a, b, or c from your first selection.)

A. Members will be nominated and elected by parents in

   a. each project area or school, or
   b. each group of project areas or schools, or
   c. all project areas or schools.

B. Members will be nominated and elected by council members in

   a. each project area or school, or
   b. each group of project areas or schools, or
   c. all advisory councils for areas or schools.

Two representatives of children in eligible but not participating areas or schools will be elected by parents in those areas.

Section 3
Names of members of the council will be made available to the public through appropriate notices and upon request.

Section 4
Members will serve for a two-year term, but can be re-elected.

Section 5
Unexpired terms will be filled by_____(appointing the nominee with the next highest number of votes, or by electing a new member).

Article 4

Meetings

Section 1
The time and place of the meetings shall be determined by the members at the first business session of each fiscal year and a calendar of meetings and activities will be prepared. The_____Title I District Parent Advisory Council will meet monthly.

Section 2
Special meetings may be called by the chairperson or by majority vote of the District Council when necessary.

Section 3
Meetings will be conducted according to "Roberts Rules of Order" or an adoption thereof.

Article 5

Officers, Duties, and Responsibilities

Section 1
The officers of the District Title I Parent Advisory Council shall be a chairperson, vice-chairperson, and secretary. Other officers may be elected as deemed desirable by the council.

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Section 2
The chairperson shall:

1. Preside at meetings of the council.
2. Sign all letters, reports, and other communications of the council.
3. Be informed of the activities of school-level councils.

The vice-chairperson shall:

1. Preside in the absence of the chairperson.
2. Be responsible for any other task assigned to him by the chairperson.

The secretary shall:

1. Keep minutes of all meetings of the Title I District Council.
2. Keep a file on all important papers.
3. Make sure that all notices are mailed to members of the Title I council.
4. Keep a record of attendance.

Article 6

Committees
The following shall be the standing committees of the Title I District Parent Advisory Council:

1. Program (Parents and Students)
2. Evaluation
3. Public Relations
4. Investigation
5. Refreshments

Special committees shall be appointed by the chairperson as the occasion arises.

Article 7

Election of Officers

Section 1
Election of officers shall be held at the council's October meeting and every two years thereafter.

Section 2
Nomination for all officers shall be made from the floor by the committee member.

Section 3
The officers shall be elected by a majority of voting members who are present at the meeting.

Article 8

Functions of Advisory Councils
The functions of_____ District Advisory Council shall be as follows:

1. Review the Title I application and make written recommendations.
2. Review evaluations, monitor reports, and complaint procedures.
3. Review Federal and State guidelines and the Title I Law.
4. Assist the_____school district in establishing procedures for District Advisory Council elections and determining the number of District Advisory Council members.
5. Assist the_____school district in identifying eligible parents for School Advisory Councils and District Advisory Council elections.
6. Advise the_____school district about concerns expressed by the local School Advisory Councils.
7. Report District Advisory Council minutes and agenda items to the School Advisory Council.
8. Participate and assist in the planning of training programs for Parent Advisory Councils.
9. Participate in the development and evaluation of Title I projects as determined by the council.
10. Encourage parent involvement in Title I.

Article 9

Quorum
A quorum shall consist of a majority of the members in_____District Advisory Council.

Article 10

Bylaws

Section 1
These bylaws may be changed by a two-thirds vote of the members if a quorum is present at the Title I District Parent Advisory Council meeting.

Section 2
The proposed amendment shall be sent out with the meeting announcement at least two (2) weeks before the meeting.

Evaluating Your Parent Advisory Council

Members of an organization should plan for an evaluation of their effectiveness each year. An evaluation is a process of looking at what has been accomplished and comparing that with what was originally planned. Were goals accomplished? Was there a fulfillment of purpose?

Parent advisory council meetings may be evaluated individually. Compare the agenda for a meeting with the minutes. Was everything on the agenda accomplished? Were time periods adhered to? Was the agenda accurately followed? These are questions which can be asked to help determine the degree of effectiveness. The answer may serve as a signal that something needs to be changed. Maybe meetings should be longer or the agenda shorter. It may be found that there are not enough meetings or perhaps too many.

At the end of the year, review the goal statement and purpose section of the bylaws. Compare the goals and purpose to what was actually accomplished. Reviewing the minutes will help to remember activities and projects that were completed. Evaluations should be summarized in writing and placed on file. Conducting a thorough evaluation will not only help the present council, but it can also serve as a valuable planning tool for the future.

Tips in Planning for Success

Tips for Recruiting Members

1. Spread the word—let people know about the parent advisory council and that there will be an election.
2. Contact former parent advisory council members and officers—they may be helpful in recruiting.
3. If parents do not want to serve, find out why—it may be a simple matter of transportation.
4. Attend other school meetings.
5. Attend community meetings and offer information about the council. People who are active in other organizations may be interested in serving.
6. Tell school children about the parent advisory council—they may ask their parents if they are willing to serve.
7. Be an organized, active council—involve the parents in all activities. People are more willing to work with groups that have met some goals.

Tips for Officers

1. Begin and end meetings on time.
2. Remind others about the meeting.
3. Listen to others.
4. Plan an agenda and stay on the topic.
5. Allow time for new concerns.
6. Encourage involvement.
7. Set goals and plan a calendar.
8. Set the next meeting time and place at the end of each meeting.
9. Present agenda and minutes in enough time for review.
10. Provide some simple refreshments.

Tips for Improving Communication

1. Respect the parliamentarian's decision.
2. Speak when recognized by the chairperson.
3. Ask to be put on the agenda if a major concern exists.
4. Listen to others.
5. Ask questions if you do not understand.
6. Have an open mind—be willing to consider options.
7. Know what you are voting for.
8. Volunteer to help when you can participate—you are a member.

Tips for Parent Advisory Council Involvement

1. Involve the building principals in the operations.
2. Update and reorganize councils as early in the school year as possible.
3. Make sure that councils are legal.
4. Make public the names of your school and district council members.
5. Have a joint meeting of old and new members shortly after the election.
6. Obtain all required and necessary materials and documents.
7. Participate in in-service training.
8. Utilize Title I employed personnel and other school personnel in your in-service.
9. Utilize previous members in your in-service program.
10. Make sure that members have input into the dates and times meetings are to be held.
11. Seek information from members as to what should be included in the in-service training.
12. Notify the public of all meetings to be held.
13. Notify all members by mail of date, time, and place meetings are to be held.
14. Maintain minutes of all meetings and a roster of members present at each meeting.
15. Maintain a file of all communications, materials, and documents provided to members.
16. Disseminate information to the community concerning the Title I program and maintain a file of such.
17. Document and keep on file all transactions with the parent advisory council.

CHAPTER IV

TRAINING PARENT ADVISORY COUNCILS

- Planning
  - Target Area Selection
  - Needs Assessment
- Implementation
  - Program Design
  - Student Selection
- Evaluation
  - Local Evaluation
  - Monitoring Visits and Reviews
- The Title I Application
  - Parent Advisory Council Assurance Forms
  - Parent Advisory Council Activity Description
  - Parent Advisory Council Budget

TRAINING PARENT ADVISORY COUNCILS

The main purpose of the parent advisory council is to advise the school district or school about planning, implementing, and evaluating a Title I project. Councils may need some training in order to participate fully as advisors. The district Title I personnel are responsible for providing training programs and materials. These programs must be planned with the parent advisory council members, and costs for training may be budgeted in the Title I application.

There are many different ideas about training topics and methods used to train those serving on parent advisory councils. Training may involve:

- Presentations by Title I staff
- Observation of Title I projects
- Reading materials
- Group discussions
- One-to-one conversations
- Attendance at conferences and workshops

Training programs are usually organized around three key areas.

1. Organization and Operation of Parent Advisory Councils

   a. Electing and nominating procedures
   b. Conducting meetings
   c. Scheduling meetings and activities
   d. Working with parents and school personnel
   e. Writing bylaws
   f. Reviewing parent advisory council laws

2. Responsibilities of Parent Advisory Council Members

   a. Planning—Providing advice on Title I program planning
   b. Implementation—Providing advice on Title I implementation
   c. Evaluation—Providing advice on evaluating Title I programs
   d. Application—Completing the Parent Advisory Council Assurance Form

3. Parenting Activities

   a. Parents and the school
   b. Parenting skills
   c. Parent home-based activities

We have covered the areas of organizing and operating councils in earlier chapters. This chapter highlights program areas in which training should be conducted. Chapter VII includes parenting activities which are helpful tools in aiding children to achieve better as students.

Planning

As stated in the first chapter, Title I funds are granted to school districts having a high concentration of students from low-income families. By submitting an application to the State Department of Education, school districts may apply for Title I funds. Each application should contain the following information about the school district.

1. Target Area Selection Procedures—identifies the method of selecting eligible schools and attendance areas.
2. Needs Assessment Information—describes the characteristics of the district and analyzes the needs of students.
3. Assurance Forms—states the district's intention to abide by certain laws and regulations.
4. Administrative Activity—describes the overall administration of the Title I project.
5. Instructional Activities—describes actual teaching activities and classroom settings.
6. Supportive Services Activities—describes additional services that will be available to Title I students.
7. Parent Advisory Council Activity—describes the organization and operation of a parent advisory council.
8. Budget—demonstrates how Title I funds will be spent.

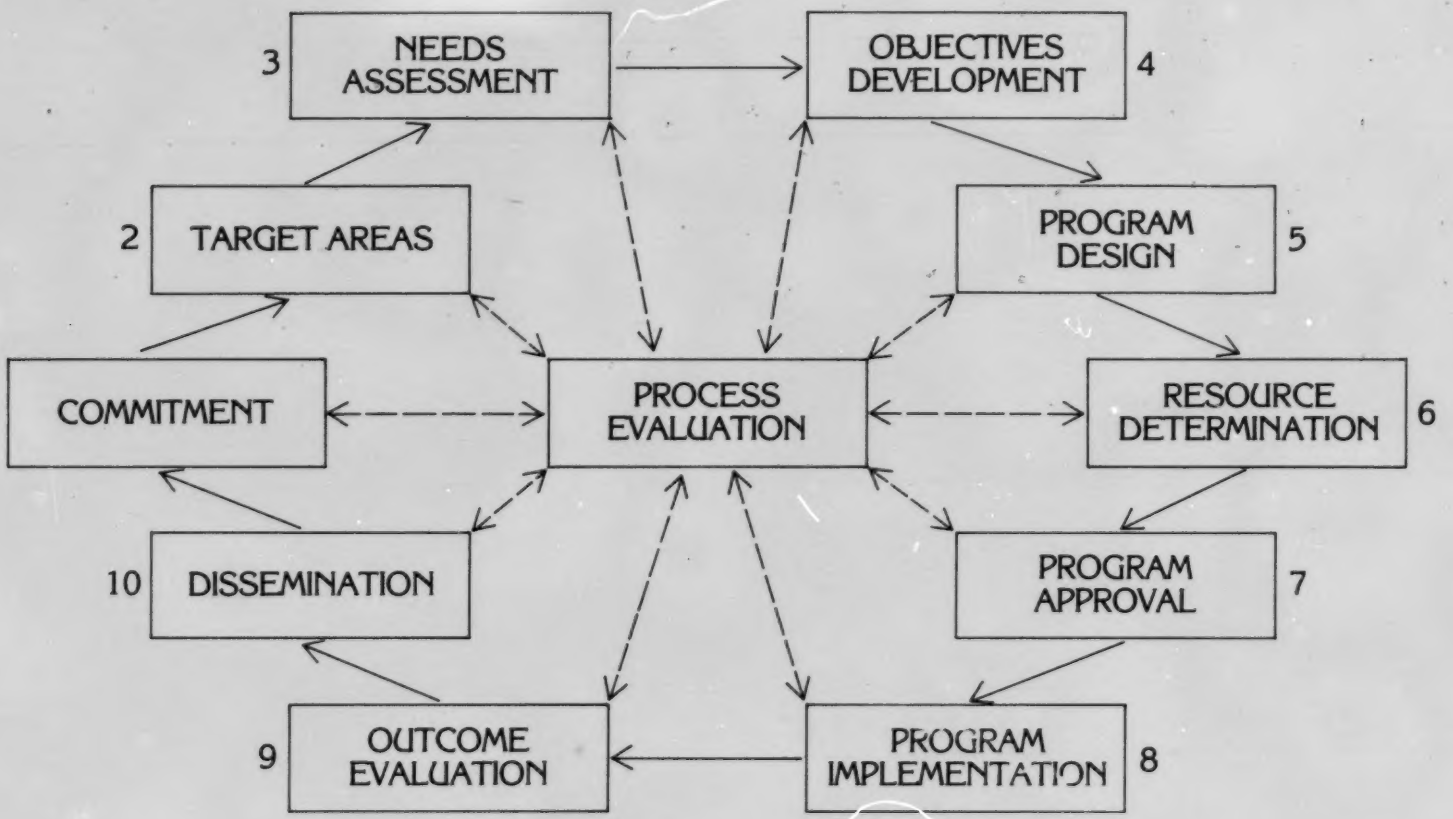
Coordinators will review specific parts and answer questions about individual applications, but this chapter will review the major components of planning a Title I program.

Target Area Selection

In order for school districts to apply for Title I funds, schools or areas which are eligible to be served by Title I programs must be targeted or selected. Schools are selected based on poverty concentration, the percentage or number of students from low-income families. There are several methods for determining poverty concentration, and the school district is given the flexibility of using income information from the following sources:

- Census Data
- Free Lunch Program
- Housing, Health, or Employment Figures
- Welfare Information
- Local Surveys
- Aid to Families with Dependent Children

PROGRAM DEVELOPMENT



After finding the poverty concentration, a school district may use one of several methods in deciding which areas or schools with high concentrations of children from low-income families are eligible for Title I services.

1. Percent Method—The percent of children from low-income families is greater than or equal to that of the entire school district.
2. Numbers Method—The number of children from low-income families is greater than or equal to that of the entire school district.
3. Combination Method—The percent or number of children from low-income families is greater than or equal to that within the entire school district.
4. No-Wide Variance—The difference between the percent of low-income families in attendance areas with the highest and lowest concentration is not more than one third of the concentration in the district as a whole.
5. Twenty-Five Percent Method—Twenty-five percent or more of the children living in the area are from low-income families.
6. Three-Year Provision—The school has been eligible in either of the last two years.
7. Average Daily Attendance Provision—The percent of low-income children in average daily attendance is greater than the percent of low-income children in the district.

Different methods may target different schools as being eligible to receive Title I services; therefore, target selection is a very important step in the planning process. Because a school is eligible does not mean that it will have a Title I program. Districts usually are not able to serve all eligible schools, but the law mandates that the most needy schools are served first.

Regardless of the method of selection, schools are always ranked according to the degree of deprivation. Although schools are normally selected to receive services according to rank, there are, however, exceptions.

- If a school has a lower rank, but serves a large number of educationally deprived children, it may be served before schools with higher poverty and fewer educationally deprived children. **The district advisory councils must consent before this method is used.**
- If all educationally disadvantaged children in the school are receiving services that Title I would normally provide, then that school may be skipped.
- Schools may be ranked according to poverty **and** educational need if the district advisory council consents and if this method does not impair the delivery of services to low-income children.
- If a school serves an area where 75 percent of the children are from low-income families, Title I funds may be used to upgrade the educational program of the entire school. Such school-wide projects must be approved by the area advisory council serving that attendance area.

Following are examples of ways to target schools using the seven methods.

Illustration 1

Targeting by the Percent Method

School	Total Children	Number of Low-Income Children	Percent of Low-Income Children
A	1,000	800	80*
B	1,000	750	75*
C	800	600	75*
D	700	400	57*
E	600	240	40
F	500	175	35
G	1,000	100	10
Total	5,600	3,065	

Percent of low-income children in district:

3065 ÷ 5600 = 54 percent

Schools A, B, C, and D are eligible for Title I because the percentage of low-income students is greater than the 54 percent in the school district. Schools E, F, and G are ineligible because the percentage of low-income students is less than the district percentage of 54.

*Schools eligible for Title I services during the current year.

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Illustration 2

Targeting by the Numbers Methods

School	Total Children	Number of Low-Income Children
A	1,000	800*
B	1,000	750*
C	800	600*
D	700	400
E	600	240
F	500	175
G	1,000	100
Total	5,600	3,065

Average number of low-income children in district:

3065 ÷ 7 = 437

Schools A, B, and C are eligible for Title I because the number of low-income students is greater than the 444 district average. Schools D, E, F, and G are not eligible using this method because the number of low-income students is less than the district average of 444.

Illustration 3

Targeting by the Combination Method

School	Total Children	Number of Low-Income Children	Percent of Low-Income Children	School	Number of Low-Income Children
A	680	272	40*	A	272*
B	340	136	40*	E	195*
C	357	118	33	F	194*
D	358	118	33	B	136
E	599	195	32	C	118
F	598	194	32	D	118
Total	2,932	1,033	35	6	1,033

Average number of low-income students: 1033 ÷ 6 = 172
Average percent of low-income students: 1033 ÷ 2932 = 35.2 percent

Using the percent method, schools A and B are eligible because the percentage of low-income students is greater than the district percentage of 35.2. Using the numbers method, schools A, E, and F are eligible because the number of low-income students is greater than the district average of 172. The combination method permits the school district to select a combination of schools qualifying under the percent and numbers methods. In this example, schools A, B, and E may be selected using the combination method because schools A and B qualify by their percentages, and school E by its number of low-income children. School F, although qualified, may not be targeted because the number of schools targeted by the combination method may not be greater than the number targeted using one method alone.

Illustration 4

No-Wide Variance

School	Total Children	Number of Low-Income Children	Percent
A	1,000	800	80*
B	1,000	750	75*
C	800	600	75*
D	700	400	57*
Total	3,500	2,550	

Average percent of low-income students:
2550 ÷ 3500 = 72 percent

Divide the average percent by 3:
72 ÷ 3 = 24; 24 is the allowable variance

The actual variance is the highest percentage minus the lowest percentage:
80 percent — 57 percent = 23 percent actual variance. The actual variance (23 percent) is lower than the allowable variance (24 percent), so all schools are eligible for Title I programs.

*Schools eligible for Title I services during the current year.

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Illustration 5

25 Percent Method

School	Total Children	Number of Low-Income Children	Percent of Low-Income Children
A	1,000	800	80*
B	1,000	750	75*
C	800	600	75*
D	700	400	57*
E	600	240	40*
F	500	175	35*
G	1,000	100	10
Total	5,600	3,065	

Average district percent of children from low-income families:
3065 ÷ 5600 = 54 percent

Schools A, B, C, D, E, and F are eligible for Title I services because more than 25 percent of the children are from low-income families.

Illustration 6

The Three-Year Provision Method

A school or area may also be eligible for Title I services under a three-year provision. If an area was eligible for Title I one year, but did not qualify the next, it may still be served for an additional two years.

Attendance Area	80	81	82	83
A	E	NS	NS	NN
B	E	E	NS	NS

E = Eligible area currently served by Title I
NS = Non-eligible area served under the 3-year provision
NN = Non-eligible area that may no longer be served under the 3-year provision

Illustration 7

Average Daily Attendance Provision

A school or attendance area with a high concentration of low-income children in attendance may be targeted as a Title I school. If the school or attendance area has a higher percentage of children in attendance than the district-wide percentage of children from low-income families, that school may receive Title I services.

Example:

Using School E, which is not eligible using the percent method in Illustration 1, the following information is provided:

School	Resident Children	Number of Low-Income Children	Percent of Low-Income Children
E	600	240	40%

The district-wide percent of low-income children is 54 percent.

In this attendance area 200 children attend nonpublic schools and 400 attend public schools, using the average daily attendance.

School	Resident Children	Number of Low-Income Children	Percent of Low-Income Children
E	400	240	60*

The percent of low-income children in school E, using average daily attendance, is 240 ÷ 400 = 60 percent. The district-wide percentage is 54. School E may now be targeted to receive Title I services.

Grade Span Grouping

When districts are selecting eligible schools or areas, they may apply one of the seven methods to all schools in the district or they may group schools before applying the selection methods. Grouping usually involves putting elementary, junior high, and high schools together and then applying selection methods to each group.

*Schools eligible for Title I services during the current year.

If schools serve kindergarten to fourth grade (K-4), fifth grade to eighth grade (5-8) and ninth grade to twelfth grade (9-12), then grouping is a simple process. However, most school districts have schools that overlap in the grades they serve. There are special rules for deciding which group a school will fall into if grades overlap:

Rule 1: A school serving grades in two or more groups is included in the group with the largest number of grades.

Rule 2: A school serving an equal number of grades is included in the lower group.

Rule 3: No more than three grade spans may be used.

Illustration

Grade Span Grouping

School	Elementary	Middle	Secondary
A	K 1 2 3 4		
B		5 6 7 8	
C			9 10 11 12
D	K 1 2 3 4	5 6 7 8	
E		5 6 7 8	9 10 11 12

The schools in this district are grouped as follows:

School A serves grades K-4 and is grouped as **elementary**.

School B serves grades 5-8 and is grouped as **middle**.

School C serves grades 9-12 and is grouped as **secondary**.

School D serves grades K-8 with more elementary grades; it is grouped as **elementary**.

School E serves grades 5-12 with four middle grades and four secondary grades; it is grouped as **middle**.

Elementary	Middle	Secondary
School A	School B	School C
School D	School E	

The percent method, numbers method, combination method, and no-wide variance method is then applied to each group individually. Using this method of grouping, it is possible for the elementary group, middle school group, or high school group to qualify. The qualifying group or groups would then be considered for Title I programs.

Needs Assessment

Section 124(b) of P.L. 95-561

After schools are targeted, the school district conducts a needs assessment. The needs assessment is the foundation for planning the program and ultimately leads to implementing or operating a Title I program. The purposes of a needs assessment are to:

1. Identify critical educational needs;
2. Identify students who have the greatest need in an area;
3. Determine supportive needs of students.

Parent advisory councils participate in the needs assessment by having the opportunity to:

1. Consider information available about the special needs of children;
2. Consider programs available to meet those needs;
3. Make recommendations concerning which needs should be met.

Following are examples of the ways some councils are involved in the needs assessment process:

Example 1: The council may be involved in the entire needs assessment process. A committee or member may be appointed to work directly with the school district in assessing needs and setting priorities.

Example 2: The council may conduct activities which provide input from parents and community members. This information is shared with the school district and an additional resource for the needs assessment.

Example 3: The council may review information after it is collected by the school district. A representative of the school district may present progress reports at a council meeting. The council then responds to the information.

Steps in making a needs assessment:

1. Identify educationally deprived children in the area.
2. Gather information to determine the type of help children need.
3. Diagnose educational problems.
4. Classify needs.
5. Set priorities.

Identification of Educationally Deprived Children

School districts use a variety of information, including standardized test scores, in order to identify educationally deprived children. An educationally deprived child is a student who is not performing as well in school as other students of the same grade and age. Information such as grade level, teacher judgments, or local tests may also be used to help identify educationally deprived children.

Information Gathering To Determine Type of Help

Test results alone may not provide enough information about the types of programs that are needed. Other objective information is gathered pertaining to health, attendance, income, and the child's family and neighborhood. Teachers provide additional information about the children in their classrooms, which helps to give a more complete picture about the children's needs.

Diagnosing Educational Problems

After information is gathered, a diagnosis is made and a conclusion is reached. Program planners may find that the reading level of students is very low. But in pinpointing the problem, planners must think about the children's physical and mental health, attitude toward school, and their motivation and academic skills. It may be that what looks like a reading problem is actually the result of a visual problem. Placing such a child in a reading program would not improve his reading unless the visual problem has been diagnosed and corrected.

Classifying Needs

During this stage of the needs assessment, needs are classified by subject and grade level. For example, a district may determine that:

1. First graders are behind on reading abilities.
2. Eighth graders score very low on math.
3. Twelfth graders have difficulties in language arts and writing compositions.

Setting Priorities

Up to this point, the needs assessment process has gathered information and supported conclusions about the information received. Now comes the most difficult step of setting priorities—deciding which needs are more important, which needs and grades will be served first. In the example stated above, a district may decide that upgrading the reading skills of first graders is most important. On the other hand, it may decide that it is more important to prepare twelfth graders for their vocational future by aiding them in language arts.

Once priorities are set, a school district may begin planning how to meet the most important needs of students having the greatest educational difficulties and begin the process of designing programs.

Implementation

Program Design

After schools have been targeted for Title I services and the needs assessment has been conducted, the school district designs the Title I programs and selects the students. Staff resources are distributed to the schools on an equitable or equal basis, depending on the number of students served in an instructional activity.

Designing a program involves answering such questions as:

1. How many students will be served?
2. Will students receive help within their regular classes?
3. Will a special class or lab be used?
4. How many teachers and aides will be needed?
5. What type of teaching method will be used?
6. What equipment and supplies will be needed?

The program that is decided upon will serve the students who are selected to be Title I students.

Student Selection

Students are selected based on their educational need. Income no longer plays a part in the process of planning a program—all children attending the Title I school are considered for participation, if they are low-achieving students. A low-achieving student is one that is below grade level in reading, math, or language arts. Test scores, teacher recommendations, and past academic performance help in identifying low-achieving students.

Unfortunately, due to limited funds, all children who need Title I services will not be able to participate. Children selected are placed in special classes or assigned to a special Title I teacher and aide; the end result being that students who did not achieve as well as they should have in the past may receive the extra, compensatory help they need.

Evaluation

Local Evaluation

Has the program helped? Has there been any progress? Have reading levels improved? In any program, one must ask similar questions in order to determine if objectives have been met. An evaluation of the Title I programs must be reported to the U.S. Department of Education every three years by law, although school districts conduct an evaluation and report to the State Department of Education every year.

Student achievement or progress is measured and analyzed to determine if the program has been successful. Evaluations allow districts, schools, and parents to review programs and decide if any changes in the program are necessary. Examples of how some parent advisory councils participate in evaluating the Title I project are:

Example 1: The parent advisory council is involved in the entire evaluation process. A committee or member may be appointed to work directly with school district evaluators.

Example 2: The parent advisory council may conduct a separate evaluation. Information may be gathered from planned program observation and surveying. The information is then shared with the school district as an additional resource.

Example 3: The parent advisory council may review the evaluation report after it is completed by the school district. The review may include a presentation by the evaluator, an opportunity to ask questions, and an opportunity to offer advice.

Monitoring Visits and Reviews

The State Department of Education monitors each district's program to insure that activities are carried out as described in the application. A team of monitors visits the school district and conducts a review of the following:

1. Administration of the program
2. Instructional programs
3. Supportive services
4. Parent advisory councils

Monitors talk with administrators, staff, parents, and teachers. Classes are observed, records are reviewed, equipment and materials are checked. The monitors make a report of their findings and the report is mailed to the school district and the district advisory council. Reviews are conducted once a year for districts receiving a Title I allocation of two million dollars or more, and at least once every two years for other districts.

The Title I Application

School districts submit a Title I application once a year to the State Department of Education. Before it is submitted, the application is reviewed by the district advisory council. The application includes such information as target area selection, needs assessment, instructional activities, supportive service activities, and Title I budget. Two parts of the application are concerned with parent advisory councils—the Parent Advisory Council Assurance Form and the Parent Advisory Council Activity Description.

Parent Advisory Council Assurance Forms

Each application submitted to the State Department of Education must include an assurance form signed by the school district representative and the district advisory council chairperson. This form asks specific questions in order to assure that:

1. Councils are formed according to the law
2. No person is prevented from being nominated to a council
3. Members are provided information and training
4. Members are given an opportunity to advise in the planning, implementation, and evaluation of the Title I project
5. Complaint procedures are available to all councils

An attachment to the Assurance Form includes the names and addresses of all parent advisory council chairpersons and the number of members serving on each council.

Parent Advisory Council Activity Description

The school district completes an activity description about the parent advisory councils. The activity description requests specific information about:

1. Nomination and election procedures
2. Identifying Title I parents
3. The number of council members on the district advisory council and the school advisory council
4. The number, location, and schedule of meetings
5. Providing information required by law
6. Providing training and materials
7. Involving parent advisory councils in advising in the planning, implementation, and evaluation of the Title I programs
8. Evaluating the parent advisory council activity

Parent Advisory Council Budget

An application may also include a budget for the parent advisory council expenses. The school district may permit the use of Title I funds for reimbursement of council members for expenses directly related to parent advisory council duties, as well as:

1. Costs associated with district advisory council and school advisory council elections
2. Registration fees for training conferences
3. Travel in connection with parent advisory council activities
4. Childcare for children of district advisory council and school advisory councils at the meeting site or a central location
5. Transportation for district advisory council and school advisory council meetings
6. Copying minutes
7. Expenses related to holding meetings

All expenses for district and school advisory councils must be approved by the school district. There are also special federal rules relating to travel within the state and outside the state. Local Title I coordinators should be consulted before a parent advisory council or district advisory council incurs any expenses, because the coordinator must approve any reimbursements for activities.

Evaluation Surveys

York School District Number One
Parent Advisory Council
Title I Program
Classroom Observation Checklist

School Parent Advisory Council _____

Observer _____

Date _____

Check one: Reading _____ Math _____ Reading Readiness _____

	Yes	No	Not observed
1. Are children working independently or in small groups?			
2. Are teachers and aides involved with the children?			
3. Do children appear happy and interested?			
4. Do students have access to a variety of materials?			
5. Is there equipment in the Title I center?			
6. Is there evidence of student progress?			
7. Is the condition, size, and location of the room adequate?			
8. Are the services of supportive personnel utilized--nurse, social worker, curriculum supervisor?			
9. Are the supportive services designed to help the child directly?			
10. Do the Title I classes work together with the appropriate regular classes?			
11. Are parents helping in the Title I program at the school?			
12. Is there communication between Title I teachers and parents?			
13. Are the parents involved in planning, operation, and evaluation for the project?			
14. Is the Title I program sequential as children move up the grades?			

Write any comments, recommendations, or observations suggested by classroom observation.

What steps would you suggest that school officials take to encourage parent involvement in the Title I program?

How could next year's Title I program be improved to better meet the needs of Title I students?

YORK SCHOOL DISTRICT NUMBER ONE

Teacher Questionnaire
Title I Program
19__ - 19__

TEACHER _____

SCHOOL _____ GRADE _____

Yes	No	Not Sure

1. Do you teach students who participate in Title I programs?
2. If you answered #1 NO, omit #2-11. Is the Title I program helpful to them?
3. Can you attribute any improvement in the students' progress to this program?
4. Do you receive communication from Title I teacher(s) about students' program?
5. Do you send communications to Title I teachers about students' objectives?
6. If you answered #4 or #5 YES, is this communication of value in planning the students' program?
7. Do you feel there is any correlation between your classroom program and the remedial program?
8. Have you referred any Title I students to the nurse and/or social worker?
9. Was assistance provided to meet the students' needs?
10. How often would you like to receive communication from the remedial teacher?

    Less often _____ More often _____ Weekly _____ Monthly _____

    Other (specify) _____
11. How often would you like to send communications to the remedial teacher?

    Less often _____ More often _____ Weekly _____ Monthly _____

    Other (specify) _____

12. How would you rate the help students receive from the remedial program?

Excellent _____ Good _____ Fair _____ Poor _____

13. How could the program be improved? _____

_____

_____

14. Write any comments and recommendations _____

_____

_____

_____

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YORK SCHOOL DISTRICT NUMBER ONE

Administrator Questionnaire
Title I Program
19__ - 19__

ADMINISTRATOR _____

SCHOOL _____ GRADE SPAN _____

1. How do you rate the help students receive from the Title I reading program?

   Excellent _____ Good _____ Fair _____ Poor _____

2. How do you rate the help students receive from the Title I math program?

   Excellent _____ Good _____ Fair _____ Poor _____

3. Can you attribute any improvements in the students' progress to these programs?

   Yes _____ No _____ Not sure _____

4. Do you feel there is any correlation between the regular classroom program and the Title I program?

   Yes _____ No _____ Not sure _____

5. How do you rate the assistance provided to Title I students through supportive services?

   Excellent _____ Good _____ Fair _____ Poor _____

6. List program strengths.

7. List program weaknesses.

8. List recommendations for improvements.

9. Write general comments.

CHAPTER V

COMPLAINT PROCEDURES

- Informal Complaints
- Formal Complaints
- Local or District Complaint Procedures
- State Complaint Procedures
- U.S. Department of Education Complaint Procedures
  - Direct Complaint
  - Administrative Appeal

COMPLAINT PROCEDURES

Complaint procedures are methods that parents, teachers, or other concerned people may legally use to relate a violation of the Title I law or regulations. The Title I law requires procedures for filing complaints at the local, state, and federal levels.

Informal Complaints

Parent advisory councils may aid the school district by providing an opportunity for parents and school personnel to discuss the Title I program, evaluate the program, and make recommendations. From time to time, parents, teachers, or other individuals may have concerns about an aspect of the Title I program and believe that they have a legal basis for filing a complaint. Open communication among people involved may lead to a solution or clarification of the problem. Following are examples of ways to resolve complaints informally.

1. Communicate with Title I personnel and express concerns. Discussing an issue with the responsible school person may clarify the problem.
2. Express your concern at a parent advisory council meeting. Other members of the council may be able to share information related to the complaint.
3. Form a parent advisory council committee which will informally explore complaints and discuss them with Title I staff. Having a method for communicating with interested parents provides both parents and staff with an opportunity to solve problems before they become formal complaints.

Formal Complaints

If a parent, advisory council member, or other individual or organization decides to file a formal complaint, there are specific procedures and steps that should be followed:

Step 1: Obtain a copy of the school district's complaint procedure.
Step 2: Make a written statement to include the Title I violation, a description of the violation, and all supporting evidence.
Step 3: Sign the statement and file it with the person identified in the complaint procedure.

After a complaint is filed, a meeting is arranged to investigate the complaint. The school district notifies the complainant of the time and place of the hearing and the complaint procedure is in progress. During the hearing, both parties or their representatives will have the right to present evidence and question concerned parties. After a decision is made, the complainant has a right to appeal the decision to the next level. This may be a local or state level depending upon the policy of the school.

Local or District Complaint Procedures (Public Law 95-561, Section 128)

Each school district receiving Title I funds must have written procedures for resolving complaints made by parent advisory councils, parents, teachers, or other concerned groups or individuals. Procedures must provide the following:

1. A time limit to resolve the complaint within 30 days or less
2. An opportunity to present evidence and to question persons involved
3. A right to appeal to the State Department of Education within 30 days of a written decision by the school district
4. A method of disseminating information about the complaint procedure to all parent advisory councils and interested people

MARION COUNTY SCHOOL DISTRICT FOUR
COMPLAINT PROCEDURE

Marion County School District Four has adopted the following complaint procedures in compliance with State and Federal Rules and Regulations. The complaint procedures have been established for the resolution of complaints concerning violations of Title I or applicable provisions of the General Education Provisions Act in connection with programs assisted under this Title, and for conducting investigations of such complaints which the Local Education Agency deems necessary and appropriate.

Any individual or group of individuals is afforded the opportunity to register formal complaints within the framework of the following Rules and Regulations:

1. The formal complaint is to be registered in writing with the principal of the school in which the alleged violation has occurred. The school principal in coordination with the Federal Programs Coordinator shall hold a hearing in an effort to rectify the alleged violation. The hearing will be held within 10 days after the registration of the complaint and hearing results submitted to the complainant in writing within 5 days after the hearing. The hearing will afford the complainant and/or the representative of the complainant a chance to question parties involved in the dispute and any other witnesses.
2. Should the conference with the Principal and Coordinator of Federal Programs fail to produce a resolution to the alleged violation, the complainant and/or the representative of the complainant may appeal in writing to the Office of the District Superintendent within 5 days after the hearing with the Principal and the Coordinator of Federal Programs has produced its written response to the alleged violation. The Office of the Superintendent will hold a follow-up hearing involving those present at the previous hearing within 5 days after complaint is registered in the District Office. Written statement of the follow-up hearing will be submitted by the Superintendent to the complainant within 5 days following the hearing. If the results of the follow-up hearing should fail to resolve the complaint, the complainant has the right of appeal to the State Education Agency.
3. Once the appeal reaches the State level, the complainant will be expected to follow the State's adopted procedures for the registration and resolution of alleged violations.
4. If the State Education Agency should fail to render a resolution satisfactory to the complainant, the complainant may then appeal in writing to the Commissioner of HEW.

Copies of this complaint procedure may be obtained from the Coordinator of Federal Programs of Marion County School District Four, Pearl H. Hucks. Copies are available free-of-charge to all interested parties, including all district advisory council members.

This procedure will also be posted within each Title I school.

State Complaint Procedures (Public Law 95-561, Section 168)

Each state receiving Title I funds must have a written procedure for receiving complaints or reviewing appeals from decisions of the school district. These procedures must provide:

1. A specific time limit for solving the complaint or completing a review within 60 days
2. An opportunity to present evidence and question persons involved
3. The right to appeal the final decision to the United States Office of Education
4. A method of distributing complaint procedures to all parent advisory councils and other interested parties

South Carolina Department of Education

ESEA TITLE I COMPLAINT PROCEDURE

The South Carolina Department of Education (SEA) recognizes that in accordance with P.L. 95-561, Section 168, a procedure is required whereby parents, other individuals, and/or organizations can be assured of a prompt and fair disposition of their grievances.

These complaint procedures shall be disseminated, free of charge, to all interested parties, including all district and school advisory councils.

A grievance as defined herein is a written complaint, registered by identifiable individuals, and/or organizations, involving the alleged violation of state or federal laws, rules, regulations, or guidelines governing the ESEA Title I program by a local education agency (LEA) over whose project the SEA exercises approval in accordance with a state plan.

The right to file a complaint shall be afforded to any parents, individuals, and/or organizations and shall begin with a written statement by said parents, individuals, and/or organizations alleging a violation, misinterpretation, or inappropriate application of state or federal laws or guidelines by a local education agency. This written statement must include, as a minimum, the following information:

a. the name and address of the party or parties alleging the violation.

b. a description of the alleged violation, misinterpretation or inappropriate application of state or federal laws or guidelines by the local education agency.

Upon receipt of a complaint, delivered as described above, the SEA shall adhere to the following procedures:

Step One—The SEA shall notify the LEA in writing of the complaint within five days of receipt. This notice shall (a) direct the LEA to set into motion the official complaint procedure of the LEA, and (b) direct the LEA to provide the SEA with a copy of its written findings.

Step Two—The SEA will provide the complainant with a copy of the notice to the LEA and inform the complainant of his right to appeal the final resolution of the complaint by the LEA to the SEA within fifteen days after receipt of the LEA's written decision.

The SEA accepts the responsibility of acting as the appeal agency for complaint resolution and will receive and resolve appeals from parents, individuals, and/or organizations aggrieved by the decision of the LEA with regard to an alleged complaint. The SEA shall proceed with its appeal procedure in the following manner:

Step One—The parents, individuals, and/or organizations aggrieved by the final decision of the LEA shall submit their notice of intent to appeal in writing to the SEA within fifteen days after receipt of the final decision of the LEA.

Step Two—Within five days of the receipt of the notice of intent to appeal the SEA shall notify the parties of the following:

(a) The date set for the review by the SEA which will be conducted at the LEA.

(b) The right of the complainant's representative or both and the LEA involved to present evidence, question parties to the dispute, and any of their witnesses. All parties desiring to present evidence must notify the SEA in writing of their intention and furnish the SEA with the names of those persons who will present evidence or act as a representative for that party, at least five days prior to the scheduled review date.

Step Three—After presentation of evidence by all parties involved, the SEA shall render a decision within five days. The initial decision may be a determination that further investigation is necessary.

Step Four—Upon the decision to investigate:

(a) An appointment will be made with the LEA for an independent on-site review by members of the SEA. Such review will be scheduled within ten days after notifying the parties of the decision to investigate further. All arrangements shall be confirmed in writing by the SEA.

(b) The complainant will be informed of the date on which the on-site review will be conducted.

(c) Appropriate staff from the SEA will conduct an on-site review.

The on-site review will include the following procedures:

1. Review of pertinent Title I documents relating to the alleged violation utilizing checksheets developed by the SEA to insure proper monitoring of all points of the law and regulations.

2. Interview appropriate LEA staff including staff members in school(s) where alleged violations have occurred.

(d) A written summary report of findings will be prepared by the SEA. Any violation of Title I or the regulations for that title will be cited and directions for corrective actions will be given. A copy of the summary report of findings and corrective actions to be taken will be mailed to the parties within five days following completion of the on-site review, and a 30-day time limit will be imposed upon the LEA to effectuate the cited corrective actions.

Step Five—This procedure concludes with a final report which sets forth the substance of the allegation, name(s) of complainant, summary report of findings, and final disposition of the complaint along with the reasons for the specific actions taken being disseminated to the LEA superintendent, the Title I coordinator, the chairperson of the LEA districtwide parent advisory council, and the complainant. This report shall be disseminated to the above within sixty days from the time the initial appeal was received by the State educational agency. The complainant and the LEA shall be notified of the right to appeal the final resolution of the SEA to the Commissioner within thirty days after receipt of the final decision of the SEA.

Step Six—A follow-up review by SEA staff will be conducted at the close of the 30-day time period in order to insure that corrective actions have been appropriately implemented. A final written report will be prepared by SEA staff which will reflect that appropriate corrective actions have been taken by the LEA and that the Title I complaint has been satisfactorily corrected.

Step Seven—In the event sufficient corrective action has not been taken, the SEA will initiate one or more of the following actions to insure corrective action:

1. Compliance agreements under Section 169(c) of Title I.
2. Withholding of Title I funds under Section 169(a) of Title I.
3. The SEA's authority to disapprove projects under Section 164 of Title I.

U.S. Department of Education Complaint Procedures (Public Law 95-561, Section 184)

The Secretary of Education must have a written complaint procedure for receiving and reviewing appeals from state departments of education. These procedures must provide:

1. A specific time limit for solving or reviewing complaints within 60 days
2. An opportunity for people involved to present evidence
3. A written notice to all involved persons, agencies, and parent advisory councils within 10 days of the final findings, including:
   a. The outcome of the findings
   b. The reasons for the decision
   c. The right to an administrative appeal
4. A method of distributing these complaint procedures

Direct Complaint

Under certain circumstances, individuals or groups may file a direct complaint with the Deputy Secretary or the Secretary of the Department of Education. Direct complaints may be accepted by the secretary if it is determined that:

1. A delayed decision will result in serious or immediate harm to the person complaining, or
2. The evidence shows that the person complaining will probably succeed, and
3. The Deputy Secretary decides that the complaint should be solved at the federal level.

Administrative Appeal

Decisions made by the Deputy Secretary may also be appealed by either party. This is the final step available in processing a complaint. An administrative appeal must:

1. Be requested in writing within 30 days of receiving the Deputy Secretary's decision
2. Must include the parts of the Deputy Secretary's solution not agreed upon by the person compiaining
3. Must include parts of the original complaint that the Deputy Secretary's decision did not address.

Federal Complaint Procedure*

A. General Information

1. *Contents of a Complaint.* A complaint is a signed statement that includes—
(a) One or more allegations that the LEA, operating agency, State agency, or SEA has violated a Title I requirement. That requirement may be in the Title I statute, regulations, or interpretive rules, the General Education Provisions Act, or the Education Division General Administrative Regulations.
(b) Information that, if true, indicates in sufficient detail that there has been a violation. It is recommended that the complaint cite each specific Title I requirement alleged to have been violated. If State or local laws, regulations, or guidelines are relevant, then citations for them should also be included.
(c) All documents supporting the allegations.
2. *The SEA's Final Resolution of a Complaint.*
The SEA's final resolution of a complaint must include—
(a) A summary of the facts upon which the complaint is based;
(b) The requirements that are alleged to have been violated;
(c) The SEA's findings of fact, including a summary of the evidence which the SEA considered in formulating its factual findings;
(d) The SEA's conclusions with respect to each allegation of the complaint, including the reasons supporting each conclusion; and
(e) the SEA's directives of corrective action that the LEA, operating agency, or State agency must take to resolve the complaint, if any were necessary, and how much time that agency has to take the action.

*Reprinted from *Federal Register*, Vol. 44, No. 206 (Tuesday, October 23, 1979), Notices.

B. Appeal From a Final Resolution by a State Educational Agency

1. *An Appeal.* Any agency, person, or organization that filed a complaint and any LEA, operating agency, or State agency defending against a complaint may appeal the SEA's final resolution to the Deputy Commissioner of the Bureau of Elementary and Secondary Education (Deputy Commissioner).

2. *Request for Appeal.*

(a) A request for appeal must be requested in writing within 30 days of the issuance of the SEA's final resolution and must—

(i) specify the parts of the SEA's final resolution with which the appellant disagrees, and the reasons why the appellant disagrees; and

(ii) specify any allegations in the complaint that the SEA's final resolution failed to address.

(b) A request for appeal must be sent to Deputy Commissioner of the Bureau of Elementary and Secondary Education, U.S. Office of Education, 400 Maryland Avenue, S.W. (Room 4115C, FOB-6), Washington, D. C. 20202.

3. *Preliminary Review of a Request for Appeal.*

(a) If a request for appeal is accepted, the Deputy Commissioner—

(i) Notifies the complaint, the complaint's representative, the LEA, operating agency, or State agency and the SEA that each of them has 15 days from the date of the receipt of this notification to submit any additional evidence concerning the appeal;

(ii) Notifies the SEA to forward a copy of its final resolution of the complaint within 15 days from the date of receipt of this notification; and

(iii) Notifies the SEA to submit the names and addresses of all district and school advisory councils in areas where a violation is alleged.

(b) The Deputy Commissioner may also conduct an onsite investigation in accordance with the provision for onsite investigations in this notice.

(c) If a request for appeal is not accepted, the Deputy Commissioner notifies the complainant, the complainant's representative, the LEA, operating agency, or State agency, and the SEA that the request for appeal has not been accepted, and the reasons why the appeal is unacceptable.

C. Direct Complaint

1. *A Direct Complaint.* A direct complaint is a complaint filed with the Deputy Commissioner, or the Commissioner which has not been submitted to the LEA, operating agency, State agency, or SEA. Any complaint filed directly with the Commissioner will be referred to the Deputy Commissioner.

2. *Standards for Direct Resolution.*

The Deputy Commissioner resolves a direct complaint without first referring it to the appropriate SEA if—

(a) Delayed resolution will result in serious and immediate harm to the complainant;

(b) The allegations and supporting information which the complainant has provided show that the complainant will probably succeed on the merits of the complaint; and

(c) The Deputy Commissioner determines that Federal resolution is appropriate for any other reasons. One such reason may be that the LEA, operating agency, State agency, and SEA knew of the alleged violation in the complaint and failed to resolve it in sufficient time.

3. *Referral.*

(a) If the Deputy Commissioner determines that a direct complaint does not satisfy the standards above for direct resolution, the Deputy Commissioner refers the complaint to the SEA, for resolution by the LEA, operating agency, or State agency. Upon referral, these agencies must resolve the complaint in accordance with sections 128 and 168 of Title I.

(b) If the LEA, operating agency, or State agency already knew of the alleged violation in the complaint and failed to resolve it in sufficient time, the SEA shall proceed to resolve the complaint.

D. Resolution by the Deputy Commissioner

(a) The Deputy Commissioner issues a written resolution of each appeal or direct complaint in writing within 60 days from the date of the receipt of that appeal or direct complaint unless exceptional circumstances preclude a resolution within that 60-day period.

(b) The Deputy Commissioner's resolution includes a notice of the right of the complainant, SEA, operating agency, or State agency to appeal that resolution to the Commissioner of Education.

(c) The Deputy Commissioner's resolution of an appeal shall be sent to the complainant, the complainant's representative, the LEA, operating agency, or State agency, the SEA, the district advisory council, and appropriate school advisory councils.

E. Administrative Appeal

1. *Request for Appeal.*

(a) An administrative appeal of the Deputy Commissioner's resolution must be requested in writing within 30 days of receipt of the notice of the resolution by the Deputy Commissioner.

(b) A request for administrative appeal must—

(i) Specify the parts of the Deputy Commissioner's resolution with which the appellant disagrees, including the reasons why the appellant disagrees; and

(ii) Specify any allegations that the Deputy Commissioner's resolution failed to address.

(c) Requests for an administrative appeal must be sent to the U.S. Commissioner of Education, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D. C. 20202.

2. *Review of a Request for Administrative Appeal.* (a) If an administrative appeal is accepted, the Commissioner may—

(i) Request further information from the parties; or

(ii) Conduct an onsite investigation in accordance with the provision for onsite investigations in this notice.

(b) If an administrative appeal is not accepted, the Commissioner notifies the complainant, the complainant's representative, the LEA, operating agency, or State agency, and the SEA that the request for an administrative appeal has not been accepted, and the reasons why the appeal is unacceptable.

3. *Resolution of an Administrative Appeal by the Commissioner.*

(a) The Commissioner shall resolve an administrative appeal in writing within 60 days from the date of receipt of the appeal unless exceptional circumstances exist.

(b) The resolution of an administrative appeal by the Commissioner is sent to the complainant, the complainant's representative, the LEA, operating agency, or State agency, the SEA, the district parent advisory council, and the appropriate school advisory councils.

4. *Final Resolution of an Appeal.*

(a) If no administrative appeal is requested, the resolution by the Deputy Commissioner shall be the final agency action.

(b) If an administrative appeal is requested and accepted, the resolution by the Commissioner shall be the final agency action.

F. Onsite Investigation

Office of Education personnel will conduct an onsite investigation if the Commissioner or the Deputy Commissioner determines that—

1. Additional information is needed to resolve the complaint; and

2. The necessary information cannot be obtained in any other way.

G. Information Dissemination

1. Copies of this notice shall be distributed by each SEA to all LEAs, operating agencies, and State agencies operating Title I programs in the State.
2. Local educational agencies shall distribute copies of this notice to each district advisory council, to each school in the district serving Title I participating students, and to the parent advisory council serving each Title I participating school.
3. Each school receiving this notice shall post a copy on the school bulletin board or at a similarly conspicuous place in the school.
4. Each LEA, operating agency, or State agency shall take appropriate steps to distribute this notice to the general public.

H. Opportunity for Public Comment

The Commissioner invites public comments on this notice. Since related material is contained in §116.61 of the Title I notice of proposed rulemaking (NPRM), published in 44 FR 38407 (June 29, 1979), this notice should be read in conjunction with the NPRM and the appropriate sections of the statute. Although a separate opportunity to comment on the NPRM has been provided for in the NPRM, comments on this notice can also include comments on §116.61 of the NPRM. These comments will be considered in drafting final Title I regulations and in determining whether amendments to this notice will be necessary.

Interested persons may send written comments to Dr. John Staehle, at the address given at the beginning of this notice. All comments must be received on or before November 23, 1979.

(Catalog of Federal Domestic Assistance No. 13.428; Educationally Deprived Children—Local Educational Agencies; 13.430, Educationally Deprived Children; State Administration)

Dated: October 18, 1979

John Ellis,

Executive Deputy Commissioner for Education Programs.

(FR Doc. 79-32411 Filed 10-22-79; 8:45 a.m.)

BILLING CODE 4110-02-M

MARION COUNTY SCHOOL DISTRICT 4

FORMAL REGISTRATION OF COMPLAINT

Check one:

_____ Original complaint registered in Principal's office.

_____ Appeal of original complaint registered with Principal...directed to District Superintendent.

_____ Appeal of Superintendent's decision...directed to the local Board of Trustees.

_____ Appeal of local Board's decision...directed to State Education Agency.

_____ Appeal of State Agency's decision...directed to Commissioner of HEW.

Name of person registering complaint _____

Date this form filed _____

Nature of complaint _____

_____

_____

_____

_____

Name of person receiving this form _____

Immediate action taken _____

_____

_____

Outcome of any action taken _____

_____

_____

_____

_____

Date and place of any scheduled hearing to take place to resolve complaint ___

_____

Persons in attendance at hearing _____

_____

_____

_____

_____

Decision reached during hearing process _____

_____

_____

_____

Decision passed on from hearing accepted or rejected by complainant and future plans of acceptance or appeal actions by the complainant _____

_____

_____

_____

_____

_____

If appealed, to whom _____

Date of appeal _____

Appeal routed to proper office by whom _____

APPEAL INFORMATION AND OUTCOME OF APPEAL RECORDED ON ATTACHED SHEET.

CHAPTER VI

PARENT PARTICIPATION

- Parents and Parent Advisory Councils
  - Meeting Notices
  - Meeting Arrangements
  - Organization
  - Education
  - Activities
- Parents and the Title I Project
  - Planning
  - Implementation
  - Evaluation
- Parents and the Title I Teacher

PARENT PARTICIPATION

Parent advisory councils are responsible for advising the school district or school about the planning, implementation, and evaluation of the Title I program. The major reason for having a parent advisory council is to provide a method for parents and other people to have input into the program. Parent advisory councils are an organized, elected group of people who represent parents of all Title I children in a school or district. The Title I law encourages all Title I parents to become involved and parent advisory councils may help to increase parent participation. This chapter will explore ways by which Title I coordinators, teachers, and parent advisory council members may assist in increasing the participation of all parents.

Parents and Parent Advisory Councils

Parent advisory council meetings are not just for council members—they are open to all interested people. One major way of increasing parent participation is to involve Title I parents in parent advisory council meetings and projects. Robert Hardy, Jr., Manager of Compensatory Education at the Illinois Department of Education in Springfield, found that parents will become involved if:

- Parents are first educated about the Title I program.
- The comments and recommendations of parents are seriously considered and written responses to their questions are prepared.
- The parents and parent advisory council are included in meaningful school activities that involve them with their children and their children's teachers.
- Parents are viewed as valuable resources for the school system.
- Roles of the parent advisory council, teachers, and administrators are clarified.
- The meetings are held at times convenient for parents.
- The meetings are planned and announced in a timely fashion.
- The meetings are attended by administrative leaders of the district.
- The meetings have auxiliary services available such as refreshments, babysitting, some fun and entertainment.
- The program can show the progress of each child to his parents.

Meeting Notices

The first step in assuring parent participation is to make sure parents are aware of parent advisory council meetings. Following are some ways to notify parents.

- Have notices of parent advisory council meetings sent home with all students.
- Announce meetings at other school organization meetings (PTO).
- Print meeting notices in local newspapers.
- Announce meetings on the radio as a public service announcement.
- Make announcements at local social organizations in the community.
- Post notices in schools and community facilities.

Meeting Arrangements

Arrangements for and services offered at meetings may influence parents' attendance. Therefore,

- Hold meetings at times and places convenient to parents.
- Consider rotating meetings within the community.
- Hold meetings immediately before or after PTO meetings.
- Consider providing refreshments.
- Consider providing child care for parents attending the meetings.

Organization

People are more willing to attend meetings if they are well organized.

- Follow an agenda.
- Be aware of a time schedule.
- Prepare a calendar for the year.
- Clarify roles early in the year.

Education

Parents will participate if they are educated about the Title I program and have an opportunity to learn. Therefore,

- Offer information sessions about the Title I program during meetings.
- Offer sessions in parenting skills or activities for parents to help children learn.
- Encourage Title I students to make presentations such as short skits or spelling contests.

Activities

Parents will participate more if they are involved in the activities of the council. Therefore,

- Involve parents in visitations to Title I schools.
- Involve parents in assisting parent advisory council committees.
- Involve parents in volunteer programs.
- Involve parents in writing newsletters.
- Involve parents in projects such as *Reading Is Fundamental* or developing a resource book for parents.
- Involve parents in planning parent advisory council banquets or awards dinners.

Parents and the Title I Project

Title I parents are an important part of the Title I program. Although it is the responsibility of the Title I coordinator to involve all parents, parent advisory councils may help by involving other parents while advising in the planning, implementation and evaluation of the Title I program.

Planning

- Invite parents to attend Title I planning sessions.
- Survey Title I parents and find out their opinions about the program.
- Invite parents to make recommendations to the council.

Implementation

- Invite parents to participate in classroom visitations.
- Invite parents to participate in volunteer programs.

Evaluation

- Invite parents to attend evaluation sessions.
- Share Title I evaluation reports with parents.

Parents and the Title I Teacher

Parent advisory councils may work with other Title I parents and encourage them to become involved with their child's Title I teacher.

The Title I law states that all parents should be given an opportunity to be involved in planning the Title I program. They should be informed of their children's goals and progress and should be given an opportunity to make recommendations. Parents should also be given opportunities to help their children achieve goals. Each school district has different methods for making these opportunities available. Parent advisory councils may help parents to become involved with the Title I teacher by:

- Encouraging parents to attend Title I open houses
- Encouraging parents to attend parent-teacher conferences
- Encouraging parents to become involved with instructional activities
- Encouraging parents to volunteer their services at school
- Encouraging parents to share their concerns and their children's educational needs with the Title I teacher

Summary

This chapter has presented an overview of the ways parent advisory councils may work to increase the participation of all Title I parents. Chapter VII gives examples of school, home, and community projects for parents and parent advisory council members.

Parent Surveys

YORK SCHOOL DISTRICT NUMBER ONE

Parent Questionnaire
Title I Remedial Program
19__ - 19__

STUDENT'S NAME _____

PARENT'S NAME _____

SCHOOL _____ GRADE _____

Activity participating in: (circle one) Reading Mathematics

Yes	No	Not Sure

1. Is the remedial program your child participates in helpful to him/her?
2. Can you see improvement in your child's progress in school since he/she has been participating in the program?
3. Do you receive communications from your child's remedial program teacher about his/her progress?
4. If you answered #3 YES, is this communication helpful to you in assisting your child to achieve?
5. Has your child received help from the school district nurse and/or social worker?
6. If you answered #5 YES, what kind of help did your child receive? _____

_____

_____

7. How often would you like to receive communication from the remedial teacher?

   Less often _____ More often _____ Weekly _____ Monthly _____

   Other (specify) _____
8. How do you rate the help your child has received from the remedial program?

   Excellent _____ Good _____ Fair _____ Poor _____

9. How could the program be improved? _____

_____

_____

_____

10. Write any comments and recommendations _____

_____

_____

_____

CHAPTER VII

PARENT ACTIVITY SUGGESTIONS

- Classroom Activities
- Home-Based Activities
- Community Activities

PARENT ACTIVITY SUGGESTIONS

Parents may ask "What kinds of activities may I do to help my child as a Title I student?" There are many ways that parents may become involved in helping children to achieve. Parents may be involved directly in the classroom, or through home or community activities. This chapter will review ways in which individual parents or groups of parents may involve themselves in the Title I program.

Classroom Activities

Participating in classroom activities involves direct contact between the parent and the Title I teacher or students. These activities are coordinated with the Title I teacher and/or principal. There are several ways that parents may become involved in the classroom.

Volunteering

Volunteering time and skills is a major way of becoming involved with a Title I class. A volunteer is a person who donates time and helps to carry out an activity or project. Some schools have organized volunteer programs which include interviewing, training, and placing interested parents in specific activities. Other schools have informal programs where parents might be asked to volunteer for certain projects such as field trips.

Examples of Classroom Activities

- Make materials as aids for the teacher.
- Publish a parent newsletter.
- Decorate bulletin boards for open house.
- Make equipment for the school—shelves, lockers, etc.
- Make home instructional booklets.
- Participate in classroom activities.
- Become a tutor.
- Visit other programs.
- Serve as a chaperone on trips.
- Serve as a library aide.
- Sponsor an open house for parents.
- Research educational movies and films.
- Organize a big brother/big sister program to help students with homework.
- Provide a parent clothes exchange.
- Sponsor a book exchange.

Home-Based Activities

As well as working within the school, parents may help their children achieve better by working with them at home. Some school districts offer programs in home-based activities or parenting skills. Contact your local school district for further information.

Parents may help children by:

1. Sending the child to school with a positive attitude
2. Taking care of physical needs such as food, clothing, and health
3. Providing a quiet place to study
4. Scheduling a study period
5. Making sure the child gets enough sleep
6. Talking to students about their work
7. Talking to the teacher about their child's progress
8. Listening to their child
9. Using home-based materials if provided by the teacher
10. Participating in parenting workshops offered through the local school district
11. Reading ten minutes a day to their child or encouraging their child to read everyday

Community Activities

The third major way that parents may become involved in the Title I program is by participating in community-based projects. Community-based projects are those which involve and inform the community about Title I programs.

- Participate in developing a newsletter which includes information about the Title I program. Share the newsletter with other community-based organizations.
- Inform and invite community members to participate in volunteer activities of the Title I program.
- Involve the community in a *Reading Is Fundamental* program which will match money raised in order to buy additional books for students. The books are then given to students to encourage them to read in their spare time.
- Communicate with the community about the benefits of the Title I program.
- Explore the community for resources which may help Title I students. Develop a resource manual or handout that explains services available in the community.

CHAPTER VIII
TERMS AND DEFINITIONS

TERMS AND DEFINITIONS

agenda — A written outline of the business which will be conducted during a meeting.

amendment — A change of a policy or procedure, such as an amendment to the bylaws.

assurance — An agreement that certain procedures have been followed.

area advisory council — A parent advisory council which represents more than one school within a district.

basic skills — Skills needed in order to obtain a good education—reading, math, and language arts.

bylaws — Written rules by which an organization or parent advisory council operates.

budget — A written statement outlining the costs to operate a program.

compensatory education — A program to improve the academic skills of students who are performing below their grade level.

complaint procedure — A written method for addressing a complaint or concern which may be a violation of Title I law.

disseminate — To share or distribute information or materials.

district advisory council — A parent advisory council which represents parents of all Title I children within the school district.

educationally deprived students — Students who are performing below the level expected for students of a particular age and grade.

evaluation — A process of measuring the success of a program or council.

implementation — The actual operation of a program.

individualized educational plan — A program or course of study developed to meet the needs of a particular student.

local education agency — The school district which receives Title I funds and has overall responsibility for the Title I program.

minutes — A written record of the business conducted during a meeting.

motion — A suggestion made during a meeting to be considered by the members.

needs assessment — A process of identifying unmet special educational needs of students.

parent advisory council — A group of elected persons who advise the school or school district about the planning, implementation, and evaluation of Title I programs.

parent participation — Involvement of parents in some aspect of the Title I program.

parliamentary procedures — A way to conduct an official meeting.

quorum — The number of members who must be present at a meeting in order to conduct business.

ranking — The procedure of organizing schools according to their concentration of economically disadvantaged or educationally deprived children.

regulations — Rules published by the Department of Education for operating Title I programs.

school advisory council — The parent advisory council which represents parents of children who may attend a Title I school.

student selection — A procedure for selecting children who are eligible for and will receive Title I services.

state education agency — The agency responsible for granting Title I awards and monitoring programs (the South Carolina Department of Education).

target area selection — A process of determining and identifying schools or areas eligible to receive Title I services.

Title I — A part of the Elementary and Secondary Education Act which grants money to school districts having high concentrations of children from low-income families. This money is then used to meet the special educational needs of educationally deprived children.

CHAPTER IX

RESOURCES

- People
- Programs
- Books, Reports, Materials
  - Books for Parent Advisory Councils
  - Reports for Parent Advisory Councils
  - Books and Activities for Parents of Young Children
  - Books for Teachers Working with Parents of Young Children
  - Parent Involvement Materials

RESOURCES

Resources are people, programs, or materials that may provide assistance or help to carry out an idea or project. Listed below are some resources which may be of interest to members of parent advisory councils.

People

Title I Coordinator — A valuable resource, the Title I coordinator knows most of the information about Title I programs in a school district.

School Principal — The principal is more familiar with the history of Title I programs in a particular school.

Title I Teachers — Title I teachers are familiar with the instructional programs for their classes as well as the progress of individual students.

Parent Advisory Council Coordinator — The parent advisory council coordinator is a specialist in organizing and operating parent advisory councils.

Advisory Council Member — Other experienced advisory council members are a valuable resource to new members.

Programs

The Puzzle of Parenting — This program for parents enables them to better understand their children's development in the early years. It is a series of five or six workshops on parenting offered by some school districts.

Parent Study Groups — Some school districts offer special counseling to parents by having study groups or individual conferences. Guidance counselors at individual schools will provide information about this program.

"Education for Parenthood" — An "Education for Parenthood" course is offered in some school districts for school-age parents and students who may become parents in grades 9, 10, 11, and 12. This program teaches students about the roles of parents and how to make parenting decisions.

Parent Activities for Learning Basic Skills (PALS) — *PALS* is a program for parents of children in grades K-3. This program offers "at home" games and activities that parents may use to help their children learn basic skills.

Learning Is Fun — Three times a year, the State Department of Education distributes a newspaper page to 51 newspapers. This *Learning Is Fun* page includes home learning activities that parents may use to help teach their children and to improve their children's attitudes toward learning.

Television — The South Carolina Department of Education's Office of Instructional Television and the South Carolina ETV Network presents television and radio programs for parents and students. There are a number of programs to help students and preschoolers learn skills and explore attitudes. Two programs which are specially designed for parents are *Footsteps* and *Look at Me*.

Footsteps — This program focuses on some problems that parents of young children may face. It discusses how children learn and grow and gives examples of ways to help children. Topics include "Preparing for Parenthood," "Children and TV: Watch It," "Discipline: The Long and Short of It," and "Loving Your Child."

Look at Me — This program shows parents how to use everyday experiences to help children learn more as they grow. Simple things such as making dinner are turned into learning experiences. Some programs are "Everyday Parenting," "The Working Mother," "Fun with Dad," and "The Single Parent."

Books, Reports, Materials

Books for Parent Advisory Councils

Questions and Answers: Programs for Educationally Deprived Children Under ESEA, Title I.

U.S. Department of Health, Education, and Welfare. *Title I, ESEA: How It Works—A Guide for Parents and Parent Advisory Councils.* Washington, D. C.: U.S. Government Printing Office, 1973.

U.S. Department of Health, Education, and Welfare, Division of Education for the Disadvantaged. *Working with Schools: A Parent's Handbook.* Draft. 1980.

Reports for Parent Advisory Councils

System Development Corporation, Education Studies and Evaluation Department. *Progress Report for the Study of Parental Involvement.* 2500 Colorado Avenue, Santa Monica, California 90406. Studies of parental involvement in four federal programs.

U.S. Department of Education, Division of Education for the Disadvantaged. *Regional Workshop for Parental Involvement, Regions II & IV.*

National Advisory Council on Education of Disadvantaged Children. *Special Report on Parent Involvement.* NACEDA, 425 Thirteenth Street, N.W., Suite 1012, Washington, D. C. 20004.

Books and Activities for Parents of Young Children*

Arbuthnot, Mary Hill. *The Arbuthnot Anthology of Children's Literature.* Scott Foresman, 1976.

Arnstein, Helene S. *The Roots of Love.* New York: The Bobbs-Merrill Company, Inc., 1975.

Baratta, Mary Lorton. *Workjobs. . .For Parents.* Massachusetts: Addison-Wesley, 1975.

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*Compiled by the South Carolina Department of Education.

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Conner, Jack E., and Frank J. Sanders. *Enjoy Your Child at Home.* Tennessee: Educational Planning and Product Development, 1976.

Dodson, Fitzhugh. *How To Father.* New York: Signet Books, 1974.

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Edge, Nellie. *Kindergarten Cooks.* Washington, D. C.: Makah Graphic Arts, 1975.

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Ferreira, Nancy J. *The Mother-Child Cookbook.* California: Pacific Coast Publishers, 1969.

Forte, Pangle, and Tupa. *Pumpkins, Pinwheels and Peppermint Packages.* Incentive Publications, 1974.

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Wilms, Barbara. *Crunchy Bananas and Other Great Recipes.* Utah: Sagamore Books, 1975.

Books for Teachers Working with Parents of Young Children*

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Engstrom, Georgianna, Editor. *Play: The Child Strives Toward Self-Realization.* Washington, D. C.: National Association for the Education of Young Children, 1975.

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Parent Involvement Materials**

A Calendar of Home/School Activities

Available from: Goodyear Publishing Company
1640 Fifth Street
Santa Monica, California 90401

Cost: $9.95

Organized on a month-by-month basis, all sorts of reading and math projects begin at school and are finished at home, or the other way around. There are mini-books to make and share, flashcards for practice, games, and simple art projects everyone will enjoy. And each month you can let parents know of your projects with a calendar of activities and a letter. It all comes with (over 100) ready-to-produce calendars, worksheets, cut-outs, word lists, game boards, and holiday gift-making ideas for every occasion.

*Compiled by the South Carolina Department of Education.
**Compiled by the Title I Program, York County School District 1, South Carolina.

Recipes for Learning

Available from: Goodyear Publishing Company

Cost: $9.95

Simple, easy-to-clean-up cooking activities are used as a starting point for introducing skills and concepts from all areas of the curriculum—science math, poetry, literature, and art. Recipes are of the no-cook and little-cook variety, with measurements shown in both standard and metric units. Ther are reproducible take-home recipes, worksheets, games and cut-outs.

What To Teach Your Child

Available from: The Continental Press, Inc.
127 International Boulevard, N.W.
Atlanta, Georgia 30303

Cost: $.75

This is a handbook for parents of preschool and kindergarten children. It contains suggestions for activities that parents can do in the relaxe atmosphere of the home to help the child develop basic skills. Activities included correlate closely with the state's kindergarten objectives establishe through the Basic Skills Assessment Program.

Take-Home Readers

Available from: The Continental Press, Inc.

Cost: $4.25

This program (duplicating masters) provides short, interesting, easy-to-read stories in a child-size format. The four-page reader, which is made from eac story sheet, is designed to be taken home, and the children can demonstrate their growing reading skills to their parents.

Helping Hands (Parts I and II)

Available from: The Continental Press, Inc.

Cost: $4.25/set

This is a series of newsletters (duplicating masters) for parents of children in nursery school, day-care centers, kindergarten, and first grade. It is designe to provide a regular means of communication and to suggest activities which parents can try at home.

Parent-Child Activity Masters (Levels K-6)

Available from: Macmillan Publishing Company
6755 Jimmy Carter Boulevard
Norcross, Georgia 30091

Cost: $4.75/set

These newsletters on spirit masters (correlated with the Macmillan mathematics program) tell what is being done in the program and suggest simpl working and playing together activities to reinforce concepts at home.

Partners in Education

Available from: Prentice-Hall Learning Systems
P. O. Box 28269
San Jose, California 95159

Cost: $1.59/book

These parent education/involvement materials are designed to provide basic activities which prepare children for school and assist them in learning th basics when they are already in school. This program consists of 24 different books. Prentice-Hall Learning Systems also provides a "Parent i Education Seminar" presenting basic ideas, games, and activities that parents may use in the home to supplement basic classroom skills.

Scratch 'n Sniff Achievement Awards

Available from: Bender School Supply
P. O. Box 128
Pollocksville, North Carolina 28573

Cost: $1.98/package

These awards are used in communicating student progress to parents. The package consists of 50 awards, including labels.

The Enjoy Your Child Series

Available from: Education Planning and Product Development Company
7416 Twin Brook Circle
Chattanooga, Tennessee 37421

Cost: $1.70/book

This three-book series offers a common-sense approach to examining parent-child relationships. Material is humorously illustrated and written easy-to-read rhyme. In each 32-page booklet, 14 important child development topics remind parents of important parent-child school topics such attitudes toward school, home and school expectations, successes, frustrations, big events, trivia, self-acceptance, and acceptance of others.

TV: The Family School

Available from: Education Planning and Product Development Company

Cost: $3.00 (Order 200 or more at $1.50, copy)

Children spend several hours a day watching television. This booklet focuses on the ways that parents can use commercial programs—programs th children enjoy watching—to teach children. Practical suggestions, games, and activities provide parents with many ideas on how to use television "The Family School."

Succeeding in Reading

Available from: Education Planning and Product Development Company

Cost: $2.50

Today our profession is more readily admitting that we need the help of parents. This booklet presents a series of practical suggestions for parents assist their children in improving their reading skills. Presented in a question and answer format, the content is built around the theme "Questio Parents Always Wanted To Ask About Reading But Were Hesitant To Ask."

Helping Children Learn To Read

Available from: Education Planning and Product Development Company

Cost: $1.50

This book provides basic information about the process of learning to read and offers specific activities that families can use to help their children learning to read.

Apples Are For Teachers

Available from: Education Planning and Product Development Company

Cost: $1.50 (Order 200 or more at $.75/copy)

This booklet presents ten important things that teachers—both home and school teachers—can do to promote the language and thinking skills young children. It explains teaching behaviors through practical, easy-to-understand examples. It is appropriate for parents of preschool- an elementary-age children and can be used by parent groups and home visitor training programs.

Micromonograph Series

Available from: International Reading Association
800 Barksdale Road
Newark, Delaware 19711

Cost: $.50/booklet

Titles in this series include:

"Why Read Aloud to Children?"
"What Books and Records Should I Get My Preschooler?"
"What Is Reading Readiness?"
"How Can I Help My Child Get Ready To Read?"
"How Can I Encourage My Primary-Grade Child To Read?"
"How Does My Child's Vision Affect His Reading?"
"How Can I Get My Teenager To Read?"

Parent Education Booklets

Available from: South Carolina Department of Education
Rutledge Building
1429 Senate Street
Columbia, South Carolina 29201

These booklets are available through the parent-oriented education program sponsored by the South Carolina Department of Education. Titles in the series include:

"How and What Your Child Learns Through Play"
"How Your Child Learns Behavior"
"How To Handle Your Child's Behavior"
"How Your Child Learns To Talk"
"How Your Child Learns To Read"
"How Your Child Learns Math"
"How Your Child Learns To Feel Good About Himself—Foundations for a Good Self-Concept"
"How To Help Your Child Be Healthier"

Home Guide to Early Reading

Available from: Walker and Company
720 Fifth Avenue
New York, New York 10019

Cost: $9.95

Much of this book is devoted to a clear discussion of short learning games and exercises that are fun for both parent and child. These methods will w for any parent who can devote ten or fifteen minutes a day to his child.

Creative Games for Learning

Available from: The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Cost: $35.00

This book features 50 fun-to-play, easy-to-make games which can be made from everyday, inexpensive materials. These games are designed to fo social, motoric, cognitive, and academic learning. Activities are suitable for young children, ages 3-8.

Learning Language at Home

Available from: The Council for Exceptional Children

Cost: $35.00

Parents are their children's teachers and they can be more effective if they are given specific help in fostering the development of their child **Learning Language at Home** provides carefully sequenced lessons that give specific help and are at the same time fun for children and pare

Lesson plans are so clearly written that the parent can understand and carry out each activity with ease. The materials used in the lessons are ordin household items, or can be obtained or made with minimal expense or expenditure of time. The kit is attractively boxed and includes a separate convenient carrying carton with a handle.

Hip Pocket Games

Available from: Instructor Curriculum Materials
Instructor Park
Dansville, New York 14437

Cost: $4.95/set (30)

This game series includes:

Reading Games—A "send home" booklet designed for parents and their children is included, along with 111 games for looking, listen following directions, and more.

Math Games—A "send home" booklet designed for parents and their children is included, along with 98 games for sorting and count shapes, measuring, etc.

Take Homes

Available from: Instructor Curriculum Materials

Cost: $7.95/set

This series of engaging "take home" activities for parent involvement includes a teacher's guide, sample letter and checklist for parents, and 30 copies of ten activities in each set.

The series includes:

Kindergarten Pack—This pack includes activities for letter-sound recognition, sorting/matching, etc.

First Grade Pack—This pack includes activities for shape recognition, addition skills, and sentence sense.

Second Grade Pack—This pack includes activities for alphabetizing, measuring, and making comparisons.

Third Grade Pack—This pack includes activities for recalling facts, locating information, and math computation.

Your Child and Your Daily Newspaper

Available from: South Carolina Department of Education
Parent Education Coordinator
Rutledge Building
1429 Senate Street
Columbia, South Carolina 29201

This booklet is published by the South Carolina Department of Education in conjunction with *The State* and *The Columbia Record*. It is a useful tool for parents to use in helping their young children develop skills for lifetime learning at home. Its activities are based upon children's abilities and interests, and are compatible with South Carolina's emphasis on the basic skills of communication, including reading, writing, and mathematics.

A Parent Readiness Handbook

Available from: Competency Testing Project
Winthrop College
118 Tillman Building
Rock Hill, South Carolina 29733

This booklet lists readiness activities that are important to the child's developmental progress. The parent reads this list of readiness activities and checks those that he may need to spend more time doing.

Workjob. . .For Parents: Activity-Centered Learning in the Home

Available from: Addison-Wesley Publishing Company
Reading, Massachusetts 01867

Cost: $3.75

This book is designed for parents to use with young children at home and contains a series of manipulative tasks made from inexpensive materials. A list of skills developed, suggestions for starting, list of materials, photographs of children working with the activities, and ideas for follow-up discussion are included for each activity. Featured is a discussion of how to best use activity-centered learning in the home.

Note: Materials by private publishers are listed as possible resources for promoting parent involvement. This in no way constitutes an endorsement by the South Carolina Department of Education.